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ABSTRACT

This document presents performance-oriented, general objectives, intended as guidelines for writing specific objectives for vocational and technical teacher education curriculums. These general objectives are based on an extensive enumeration and analysis of important pedogogical performance requirements for teachers of conventional vocational programs. Although not tested in actual program operation, the objectives have been reviewed by teacher educators, and subsequently refined. The objectives are presented for each of the 10 categories of duties or functions found to be required of teachers. Finally, the development of specific instructional objectives from the general objectives is illustrated by examples. Appendixes include a glossary of terms and a master list of performance elements referenced to the related general objectives in the main text. Specific chapter headings include the following: (1) Origin, Purpose and Use of Guidelines, (2) General Objectives for Planning of Instruction, (3) General Objective for Guidance, and (4) Prototypes of Specific Objectives. A related document is available as VT 014 258 in this issue. (Author/JS)

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RESEARCH AND
DEVELOPMENT
SERIES NO. 61

Model Curricula for Vocational and Technical Teacher Education:

Report No. II

GENERAL OBJECTIVES Set 1

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

VT 014 118

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The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

- Conducting research and development to fill voids in existing knowledge and to develop methods for applying knowledge.
- Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.
- Providing a national information storage, retrieval and dissemination system for vocational and technical education through the affiliated ERIC Clearinghouse.

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RESEARCH AND DEVELOPMENT SERIES NO. 61

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. II

GENERAL OBJECTIVES--SET I

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U.S. DEPARTMENT OF
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National Center for
Educational Research
and Development

PREFACE

The project, "Model Curricula for Vocational and Technical Teacher Education," part of The Center's research and development program in teacher education, is intended to design, develop and test career-oriented, performance-based, teacher education curricula. The curricula eventually developed are expected to provide core offerings to meet the needs common to all vocational teachers and specialized offerings to serve the needs unique to teachers of each vocational service.

This publication presents an early product of the work on model curricula: a set of general, but performance-oriented, objectives for curricula intended for professional preparation of teachers for conventional vocational programs. It is expected that these general objectives can be used as guidelines for the development of specific, behaviorally stated objectives.

We wish to acknowledge the following Center personnel for their services in completing Phase I of the project: Calvin J. Cotrell, project director; James Bennett, Walter A. Cameron and Roger J. Wilson, graduate research associates; and Shirley A. Chase and Marilyn Molnar, technical assistants.

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Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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SUMMARY

This document presents performance-oriented, general objectives intended as guidelines for writing specific objectives for vocational and technical teacher education curricula. These general objectives are based on an extensive enumeration and analysis of important pedagogical performance requirements for teachers of conventional vocational programs.

An introductory chapter describes the development of the objectives and explains the format and ways of using this report. The objectives then are presented in 10 chapters, each of which includes the objectives associated with one of the 10 categories of duties or functions found to be required of teachers. A final chapter provides an illustration of the development of specific instructional objectives from the general objectives. Appendices include a glossary of terms and a master list of performance elements referenced to the related general objectives in the main text.

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. II

GENERAL OBJECTIVES--SET I

CHAPTER I

ORIGIN, PURPOSE AND USE OF THE GUIDELINES

The guidelines for professional education objectives presented in this publication were prepared by the project staff for use in working with the faculty of a cooperating teacher education institution in the joint development of model curricula for teachers of conventional vocational programs. Although these general objectives have not been tested in actual program operation, they have been reviewed by several teacher educators and refined by the project staff.

The release of these materials at this time is the result of urging on the part of many teacher educators who believe the guidelines would be of value to them as facilitating devices in the development of: 1) performance goals for professional education curricula, or 2) criteria for certification standards, or 3) standards for the evaluation of teaching and teacher education. The reader must be advised, however, that as this publication is going to press, the set of general objectives is being refined and expanded to include additional objectives for teaching roles related to new kinds of vocational programs.

OVERVIEW OF THE PROJECT

The general objectives presented in this report were based on teachers' pedagogical requirements which were identified in Phase I of the project, "Model Curricula for Vocational and Technical Teacher Education." The Phase I findings are reported in *Model Curricula for Vocational and Technical Teacher Education: Performance Requirements of Teachers* by C. J. Cotrell, *et al.* Phase I of the project was designed to identify the performance requirements of conventional teachers of agricultural, business and office, distributive, health occupations, home economics, technical and trade and industrial education. An occupational analysis of the pedagogical competencies of vocational teachers in the seven services (which used introspection and interview techniques) yielded over 200 performance elements. Selection of those elements important to teachers was accomplished through assistance from a 21-member task force of state supervisors, teacher educators and master teachers, with equal representation from each of seven service areas, and through a critical incident study involving 750 vocational teachers in a representative national sample.

DEVELOPMENT OF GENERAL OBJECTIVES

For each performance element discovered to be important to vocational and technical teachers, general objectives have been prepared. However, no general objectives have been prepared for the additional performance elements generated from the critical incidents. (These elements have been integrated and listed with the others in the Appendix.)

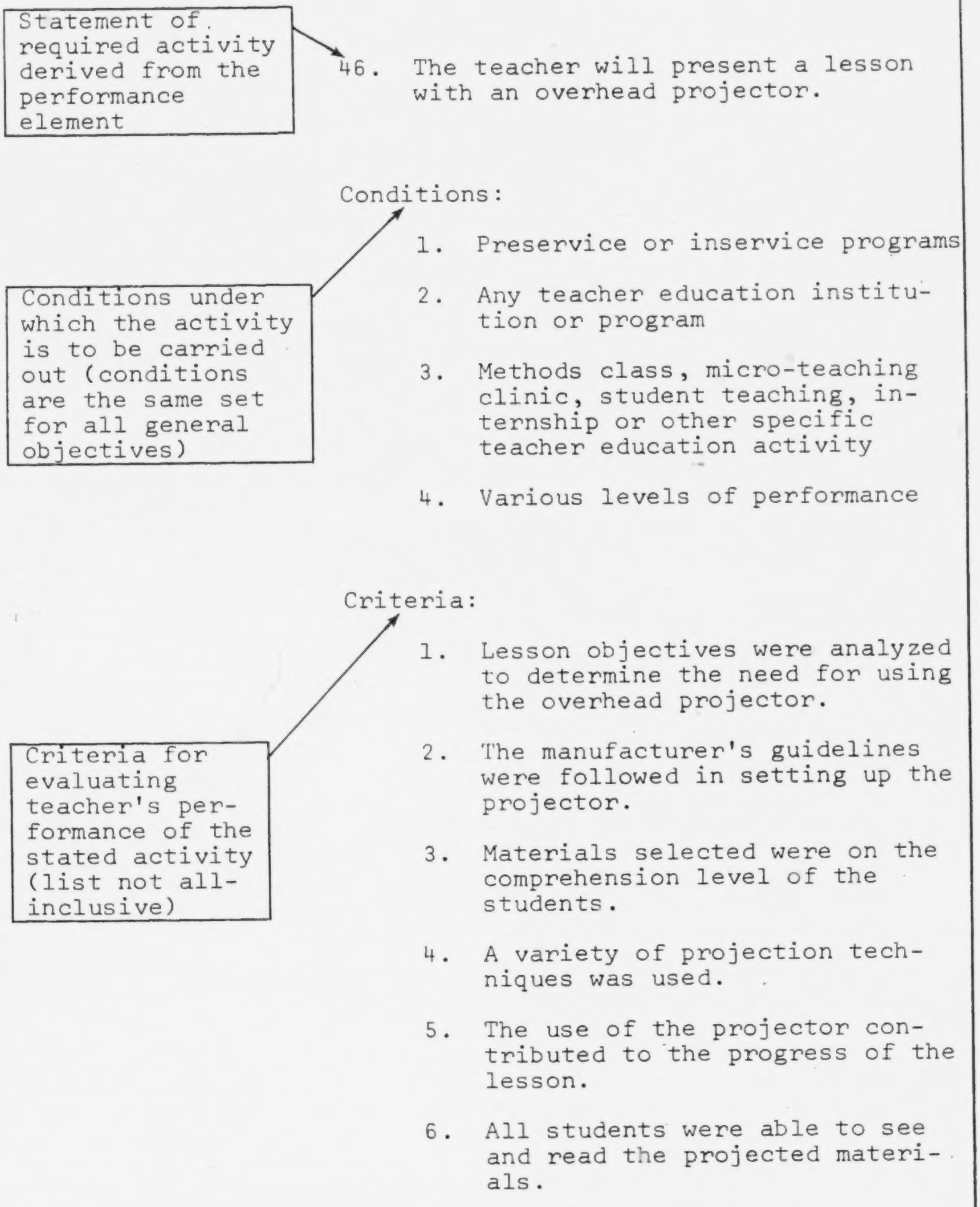
Translating the performance requirements into curricular objectives and thereby communicating the intent of each performance element was a challenge for the investigators. Originally, the goal was to develop and sequence behavioral objectives for model curricula. However, after attempting the writing of several objectives and receiving advice from several consultants, it was determined that it would behoove the project staff to write performance-oriented general objectives rather than the more specific behavioral objectives.

The rationale for general objectives was based on two very important considerations. First, it was learned that meaningful and useful behavioral objectives cannot be written without reference to the particular set of conditions and values (in terms of performance criteria) of a given teacher education institutional setting and resources. Second, when one has to refer to a hypothetical setting for writing the behavioral objectives, the product is a specific objective which has little utility in any existing teacher education institution. Therefore, preparing specific objectives for a hypothetical situation, even though it might be an ideal one, was determined to be wasteful of human resources.

Writing general objectives that were performance-oriented was selected as the best solution to the dilemma. Such objectives would help communicate the possible intent of performance elements and provide guidelines for the project staff and others who may wish to engage in the development of specific objectives for teacher education curricula.

STRUCTURE OF GENERAL OBJECTIVES

As a standard structure (Figure 1), each general objective contains a statement of the required activity which incorporates the wording of the original performance element preceded by the words, "The teacher will . . . ", as in the following example: "The teacher will present a lesson with an overhead projector." To make guideline general objectives adaptable to any situation, the conditions under which the activity is to be carried out were designed to be broad and flexible and include the following: 1) preservice or inservice programs; 2) any teacher education


Statement of required activity derived from the performance element
Conditions under which the activity is to be carried out (conditions are the same set for all general objectives)
Criteria for evaluating teacher's performance of the stated activity (list not all-inclusive)

46. The teacher will present a lesson with an overhead projector.

Conditions:

1. Preservice or inservice programs
2. Any teacher education institution or program
3. Methods class, micro-teaching clinic, student teaching, internship or other specific teacher education activity
4. Various levels of performance

Criteria:

1. Lesson objectives were analyzed to determine the need for using the overhead projector.
2. The manufacturer's guidelines were followed in setting up the projector.
3. Materials selected were on the comprehension level of the students.
4. A variety of projection techniques was used.
5. The use of the projector contributed to the progress of the lesson.
6. All students were able to see and read the projected materials.

Figure 1. Structure of a General Objective

institution or program; 3) a methods class, micro-teaching clinic, student teaching, internship or other specific teacher education activity; and 4) various levels of performance. The conditions are not included in the statement of each general objective because these are so broad they are assumed to be the same set for each general objective. Hence, as the reader reviews each general objective, the previously stated general conditions should be considered.

Criteria have been listed for evaluating a teacher's performance of each objective. These should be regarded as suggested general criteria which are provided to help communicate the intent of the competencies required of vocational teachers. It was the desire of the writers to provide several criteria for each objective; however, the list of criteria for each objective is by no means complete and the user is encouraged to write additional criteria.

FORMAT OF THE REPORT

Chapters II-XI of this report contain performance-oriented general objectives for each of the 10 categories of teachers' duties and functions identified in the career analysis. These were: 1) planning of instruction, 2) execution of instruction, 3) evaluation of instruction, 4) guidance, 5) management, 6) public and human relations, 7) general school activities, 8) professional role and development, 9) student vocational organization, and 10) coordination.

Chapter XII consists of examples of specific objectives which may be developed by using the general objectives and a suggested matrix of conditions as guides. The sample specific objectives were developed for one general objective from the chapter of objectives on execution of instruction. Each specific objective contains the desired activity that will be accomplished, the conditions under which it will be accomplished, and the criteria by which the performance will be assessed.

DIRECTIONS FOR LOCATING GENERAL OBJECTIVES

To facilitate the use of this publication, a quick reference system has been incorporated in the Appendix, which contains a list of categories and performance elements. The chapter and page number are given beside each category title in the Appendix [e.g., Planning of Instruction (Chapter II, page 9)] as an aid to the user in locating the particular general objective. The performance elements are numbered consecutively from 1 to 256, and it should be noted that the performance element number in the Appendix is identical to that of the general objective in the text. No general objectives will be found for the performance elements preceded by an asterisk (*).

To locate a particular general objective, it is suggested that the reader follow the sequence of steps illustrated in Figure 2.

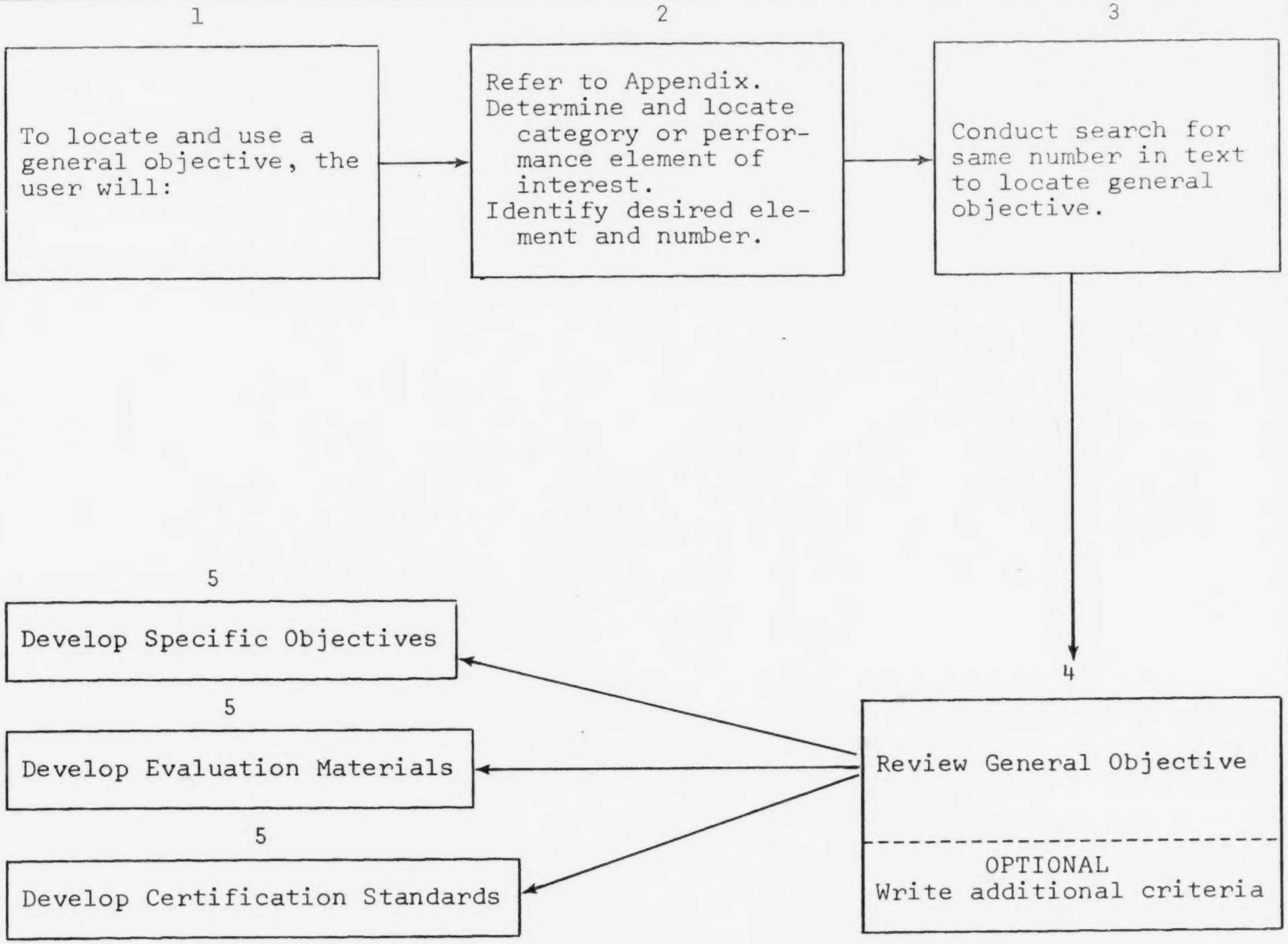

1
To locate and use a general objective, the user will:
2
Refer to Appendix.
Determine and locate category or performance element of interest.
Identify desired element and number.
3
Conduct search for same number in text to locate general objective.
4
Review General Objective
OPTIONAL
Write additional criteria
5
Develop Specific Objectives
5
Develop Evaluation Materials
5
Develop Certification Standards

Figure 2. Steps for Locating and Using a General Objective

CHAPTER II

GENERAL OBJECTIVES FOR PLANNING OF INSTRUCTION

The performance requirements of teachers in the planning of instruction function were the basis for this chapter of general objectives. As guidelines, these general objectives include the teacher's responsibility for helping to plan and develop the vocational program. Also included are the duties that revolve around selecting and developing courses, units and lessons, as well as the identification of instructional aids, materials and strategies.

1

The teacher will organize an advisory committee.

Criteria:

1. The rationale for organizing an advisory committee was supported by field data.
2. The advisory committee was organized to meet an instructional need.
3. The functions of the committee members were specified.
4. Approval for the organization of the advisory committee was requested from the school administration.
5. The teacher and administration established the policy for appointing, electing and rotating the advisory committee members.

2

The teacher will consult the advisory committee for program planning information.

Criteria:

1. The advisory committee held periodic meetings to discuss program planning.
2. The occupational opportunities were identified for the vocational program areas.
3. Tasks, duties, and responsibilities were listed for the identified occupations.
4. Jobs identified with the occupations were analyzed to determine where they could best be learned, such as a simulated laboratory in-school program or on the job in a cooperative work program.
5. Information from the advisory committee was used as a basis for developing the program plan.

3

The teacher will make an occupational analysis.

Criteria:

1. Business and labor leaders were contacted to obtain permission and assistance for making an occupational analysis.
2. The jobs in a given occupation were identified.
3. The performance tasks of the jobs were observed and/or experienced workers were interviewed.
4. On the basis of the observations or interviews, instructional elements (skills, operations, procedures or tasks) were written.
5. Instructional elements were evaluated by workers in the occupation.
6. The instructional elements were revised after the evaluation.

4

The teacher will make a task or activity analysis.

Criteria:

1. Objectives or goals for the specific task were established.
2. The sequence of steps necessary to perform the task correctly was identified.
3. A description was given pertaining to how the task should be performed.
4. The theory of how and why the task was to be performed was given.
5. The safety factors involved in performing the task were listed.
6. The differences between a properly performed task and an improperly performed task were described.
7. A comparison was made between existing task analyses and the new task analysis.

5

The teacher will determine student needs and goals.

Criteria:

1. Data from the students' cumulative records were collected and used as a basis for determining the instructional plan.
2. Information was obtained from the students through the use of instruments such as questionnaires, check lists, and attitude scales.
3. Data were analyzed to ascertain individual and group needs concomitant with the expected level of achievement.
4. In a group discussion, students were encouraged to discuss class needs and goals.

6

The teacher will formulate objectives for lessons, units, and/or courses.

Criteria:

1. Objectives were written in terms of behavioral changes in the pupil that should occur between the beginning and end of his experience in a defined segment of the educative process.
2. The important conditions under which each of the behavioral objectives was to take place were described.
3. Specific criteria to measure performance were described.
4. The statements of the objectives were written in clear, concise language that was easily understood by both teacher and student.
5. Each statement referred to only one objective to prevent confusion and facilitate ready identification.
6. Students were encouraged to contribute ideas for the formulation of objectives.

7

The teacher will select and develop instructional content for a course.

Criteria:

1. Course objectives were identified.
2. A written list of resources was compiled for use in the selection and development of course content.
3. Content was selected on varied difficulty or complexity levels to provide for individual differences.
4. The scope and sequence of the instructional content were based on course objectives.
5. Content recommended in instructional guides (where available for a specific school situation) was considered in planning the instructional content for a course.

8

The teacher will select and develop instructional content for a lesson.

Criteria:

1. Specific objectives for the lesson were identified.
2. Information directly related to the lesson objectives was selected.
3. The content developed provided for the following: a) related information, b) skills and attitudes to be developed, c) individual and group experiences on the comprehension level of the students, d) proper sequencing, and e) evaluation procedures.

9

The teacher will determine in-school learning experiences (classroom and/or laboratory).

Criteria:

1. Program objectives were used as a guide in the selection of in-school learning experiences.

2. A review of available curriculum guides and student information was conducted before designating learning experiences.

3. In-school learning experiences were based upon needs, interests, and abilities of students.

4. The selected experiences reflected the limitations and potential of the classroom and/or laboratory setting for instructional purposes.

10

The teacher will select teaching techniques and methods.

Criteria:

1. The advantages and disadvantages of various teaching techniques and methods were analyzed in regard to meeting instructional objectives.

2. The specific teaching situation was analyzed to determine which technique or method would provide the best learning situation.

3. Individual differences were considered in selecting teaching techniques or methods.

4. A rationale was presented for the selection of the technique or method.

11

The teacher will select tools and equipment.

Criteria:

1. Program objectives were analyzed to determine the total needs for tools and equipment.

2. Catalog references were identified and used.

3. Students and advisory committee members were encouraged to offer suggestions for tools and equipment.

4. Suggestions from resource persons were utilized in determining tools and equipment needs.

5. A listing of desirable tools and equipment for the given vocational area was compiled and approved.

6. The prepared list reflected an awareness of the tools and equipment recommended by state and local equipment specialists in a given vocational area.

7. The cost of the tools and equipment was considered in making the selection.

12

The teacher will determine instructional media and aids.

Criteria:

1. The advantages and disadvantages of various instructional media and aids were analyzed in regard to meeting instructional objectives.

2. Individual differences of students were considered in selecting instructional media and aids.

3. The specific teaching situation was analyzed to determine which media or aids would provide the best assistance for presenting the lesson.

4. The rationale was given for the use of specific instructional media for a lesson.

13

The teacher will organize the sequence of learning tasks (skills, operations, procedures).

Criteria:

1. The sequence of learning tasks was developed in a logical fashion, for example: a) from the simple to the complex, and b) from the known to the unknown.

2. The skill sequence was based on: a) student ability, b) timeliness, c) frequency of need, and d) early need.

3. The sequence was arranged to keep the interest of the students by including specific motivational techniques at various intervals.

4. The opportunity for the practice of the total job, as well as the practice of parts of the tasks, was included in the sequencing.

14

The teacher will develop instructional units.

Criteria:

1. The occupational analysis was studied to determine instructional objectives.
2. Local and state guidelines were reviewed.
3. The objectives of the course were studied.
4. Units within the course of study were identified and their objectives developed.

15

The teacher will construct a lesson plan.

Criteria:

1. The objectives of the lesson were written in behavioral terms.
2. An introduction to the lesson was included.
3. An outline of the content of the lesson (major concepts) was given.
4. Suggested techniques and methods to be used in presenting the lesson were given (including audio-visual aids).
5. Individual differences were considered in choosing the learning experiences for the students.
6. A summary of the lesson was included.
7. Activities for applying the skill or information were described.
8. Evaluation devices and/or techniques to be used were identified.
9. The textbook and other resources were specified.

16

The teacher will plan the introduction of a lesson.

Criteria:

1. The written plan specified the objectives of the lesson.
2. The planned introduction gave an explanation of the importance of achieving the objectives from the student's viewpoint.
3. The plan indicated the type of visual aids to be used.
4. The introduction related the lesson to the students' knowledge and experience.
5. The introduction included ideas on how the objectives could be accomplished.
6. The introduction described how the instructional objectives would be useful in the future.
7. The plan provided for student-teacher interaction.

17

The teacher will develop instructional material (information sheets, transparencies, bulletin board materials).

Criteria:

1. The instructional material chosen for development aided in the achievement of the lesson objectives.
2. The ability level of the students was considered in the development of instructional materials.
3. The materials developed were of good quality and reasonable in cost.
4. The time involved developing the instructional material was in proportion to its instructional value.
5. The materials were indexed and filed for future use.

18

The teacher will identify out-of-school learning experiences.

Criteria:

1. Program objectives were used as a guide in the selection of out-of-school learning experiences.
2. Procedures were devised for involving the students in selecting out-of-school learning experiences.
3. A plan for obtaining approval from parents and cooperation from business and industry was developed.
4. Various out-of-school learning experiences were planned to meet individual needs.

19

The teacher will determine the need for and identify resource persons.

Criteria:

1. A review of instructional content revealed those lessons best presented by a resource person.
2. Suggestions from other teachers, school administrators and business or professional people were used in identifying available qualified resource persons.
3. A tentative outline including the information, materials and/or skills to be presented was prepared for the resource person.
4. School policy and procedures were followed in obtaining the services of resource persons.

20

The teacher will determine appropriate library resources.

Criteria:

1. Fellow teachers, administrators, students and librarians were involved in determining appropriate library resources.
2. The library resources were determined on the following basis: a) the individual student's needs, abilities and interests; b) contribution to the learning process; c) timeliness and reliability; d) depth of content; and e) organization and ease of use.

3. A periodic review and evaluation was made to assure that resources were up-to-date.

21

The teacher will develop a system for recording and filing subject matter information relevant to course planning.

Criteria:

1. An analysis was made of available subject matter information.

2. A selection was made of the subject matter information most pertinent and current to the area.

3. The system developed for recording and filing the selected material should have the following characteristics: a) be easily accessible; b) allow for deletion and/or addition of information; c) make provision for coding of all materials; and d) be simple enough to be used by others.

22

The teacher will analyze skills (operations, procedures).

Criteria:

1. The steps that must be followed to perform the skills correctly were identified and arranged in sequential order.

2. Within each step the mental and psychomotor elements were identified.

3. After the skills were broken down, the other information needed to understand the skills was identified.

4. The safety factors involved were listed.

5. The skills needed for job entry and growth were identified.

CHAPTER III

GENERAL OBJECTIVES FOR EXECUTION OF INSTRUCTION

Competencies required of teachers in the execution of instruction provide the foundation for this chapter of performance-oriented general objectives. As guidelines to curricula development, these general objectives include effective application of educational methods, techniques and media. Attention is also given to the needs of the learner and strategy appropriate for the particular teaching-learning situation.

23

The teacher will introduce a lesson.

Criteria:

1. The lesson objectives were presented and their importance explained to the students.
2. The students were able to identify what they were to do to reach the lesson objectives.
3. The new information was related to the student's past experience at his comprehension level.
4. Enthusiasm was exhibited toward the educational material being presented or the activity being conducted.
5. Students were encouraged to ask questions and present ideas.
6. Audio-visual aids were used to increase interest in the lesson.
7. Criteria were established on which the students were to be evaluated.

24

The teacher will direct a group discussion.

Criteria:

1. The teacher set the stage for the discussion.
2. Students were encouraged to establish guidelines for the discussion.
3. The discussion was introduced in a stimulating manner by emphasizing the topic's importance and relevance to the students.
4. The tempo of the discussion was maintained by: a) interjecting questions; b) recognizing non-verbal cues; c) providing direction when needed; d) using internal summaries; and e) seeking a balance of participation.
5. A summary of the important points was given in closing the discussion session.

25

The teacher will conduct a field trip.

Criteria:

1. The students and instructional staff worked cooperatively in planning the learning outcomes of the field trip.
2. The field trip plan which followed school policy was developed in cooperation with the agency to be visited.
3. Students were given an orientation before the trip.
4. Students were assigned to groups and given special responsibilities according to the plan.
5. Students were involved in evaluating the trip based on learning objectives.
6. The field trip was summarized to tie in the key points to the program objectives.

26

The teacher will direct a student manipulative skill demonstration.

Criteria:

1. A pre-planning session was conducted with the student to cover the following points: a) selection of the type of demonstration; b) goals, key points, techniques; c) equipment, tools, materials and visual aids needed for the demonstration; d) set-up for demonstration; and e) safety practices involved.
2. The teacher introduced the student to the class and emphasized the purpose of the demonstration.
3. The teacher clarified any points of misunderstanding.
4. On completion of the student's demonstration the teacher summarized the major concepts.
5. Class members were involved in the evaluation of the student demonstration.
6. Constructive suggestions were given to the student for improvement of the demonstration.

27

The teacher will direct role playing.

Criteria:

1. The role-playing situation was directly related to the lesson objectives.
2. The teacher used his background knowledge of the students in assigning the roles of the participants.
3. The props provided facilitated the role-playing situation.
4. The teacher monitored the role-playing situation by assuring: a) balanced participation; b) the role-playing material was not embarrassing or harmful to participants; c) interest was maintained by reversing roles or injecting information, and d) the situation was terminated when objectives were met or when the situation ceased to be constructive.
5. The main ideas presented in the role-playing situation were summarized and evaluated through group discussion.

28

The teacher will demonstrate a manipulative skill.

Criteria:

1. All equipment, tools and materials were ready for use.
2. The demonstration was directed to the students and student cues were utilized to make the demonstration effective.
3. Each step of the demonstration was performed in proper sequence.
4. Each step to be performed was identified and its importance explained.
5. Instructions were presented in a clear, audible manner.
6. The demonstration was easily viewed by the students.
7. Audio-visual aids were used to clarify any step that could not be clearly observed.

8. Only the method commonly used in the field for performing the task was demonstrated.
9. Critical operational and safety points were listed for the students.
10. The demonstration was performed under actual or simulated working conditions.
11. Procedural steps of the operation were summarized.

29

The teacher will present a concept or principle through a demonstration.

Criteria:

1. The presentation illustrated the proper use of equipment, tools and materials.
2. The presentation was set up so it could be easily viewed by each student.
3. Instructions were presented in a clear, audible manner.
4. The teacher demonstrated and explained the new concept or principle in relation to previous instruction.
5. Each step of the demonstration was related to the concept or principle being presented.
6. Audio-visual aids were planned to illustrate steps that could not be demonstrated or observed clearly.
7. The teacher reviewed the steps at the conclusion of the demonstration.
8. The teacher solicited feedback from the students to evaluate their understanding of the concept or principle presented.
9. The teacher requested the students to analyze a new situation in relation to the concept or principle presented.

30

The teacher will give a lecture.

Criteria:

1. The purpose and objectives of the lecture were stated.
2. Students were prepared to receive, accept, and assimilate the material to be presented.
3. Student feedback (cues) directed the course of the lecture.
4. The lecture was presented in a clear, audible voice.
5. The attention of the students was held throughout the lecture by using examples, experiences and anecdotes to illustrate basic ideas.
6. Key points were reviewed following the introduction of important concepts.
7. Important points were summarized at the close of the lecture.

31

The teacher will give an illustrated talk.

Criteria:

1. Equipment and materials were set up and pre-checked.
2. Audio-visual materials were used to complement, clarify and add perspective to the instruction.
3. An introduction covering the objectives of the illustrated talk was presented.
4. The ability level of the students determined what and how information was presented.
5. The use of the audio-visual equipment materials supported the talk, and students could both hear and see the presentation.
6. The talk was given in a clear, audible manner, using correct English.
7. Key points of the illustrated talk were summarized during closure.

32

The teacher will moderate a panel discussion.

Criteria:

1. General procedures relating to the purpose, direction and timing were explained to panel participants.
2. The topic and the individual panel members were introduced.
3. The panel members were urged to address themselves specifically to the topic under discussion.
4. All panel members were given an allotment of time to participate in the discussion.
5. Contributions made by panel members were integrated into the summaries of the main points.
6. Questions relevant to the topic were presented to sustain interest in the discussion.
7. A general discussion or question period followed the panel presentation.
8. Pertinent remarks made by panel members and the audience were summarized.

33

The teacher will present a lesson by the developmental method.

Criteria:

1. An analysis of the subject matter revealed that the developmental method was the best method of presentation for the lesson.
2. The teacher asked oral questions to utilize the experiences of the class members in developing the topic of the lesson.
3. The questions asked were spontaneous and adapted to the situation.
4. Questions were asked in a logical sequence to develop the topic or concept.

5. When information essential to the topic could not be presented by questioning the students, the teacher supplied enough information to keep the presentation flowing.

6. Visual media and aids were used when necessary to clarify points and add interest to the lesson.

34

The teacher will employ the techniques of oral questioning.

Criteria:

1. Oral questions were used for functions such as the following: a) to stress important points, b) to encourage contributions from the student's own experiences, c) to check errors in thinking, d) to direct thinking of students, and e) to discover special abilities of individual students.

2. The questions asked stimulated interest and provoked further discussion.

3. Questions were directed to the entire class before calling upon an individual for a response.

4. Students were given an opportunity to think about the question and to formulate an answer.

5. Each student was given an opportunity to participate based on his ability and past experience.

6. Questions were presented in a logical sequence to maintain continuity of ideas.

7. Questions requiring only a "yes" or "no" answer were used sparingly.

8. The teacher repeated the student's answer only if there was a need for special emphasis or clarification.

9. The questions used were concise and included only one idea.

10. The questions were asked in a tone of voice which indicated confidence in the student's ability to answer and a seriousness in the value of the question.

11. Attention and consideration were given to each student's response.

12. Various types of simple recall and thought-level questions were employed in the lesson.

35

The teacher will recognize, interpret and utilize student actions and behavior (cues).

Criteria:

1. Verbal cues were given consideration.
2. Non-verbal cues were identified and sorted as to relevancy.
3. The teacher's behavior was modified as the result of the observed verbal and non-verbal cues.
4. The teacher maintained eye contact with the students.
5. Verbal feedback (questions and comments) was solicited.
6. The teacher utilized techniques such as summary, review, and repetition to counter student misunderstanding and inattentiveness.

36

The teacher will reinforce learning.

Criteria:

1. The teacher studied the lesson objectives to determine the reinforcement techniques to use.
2. The teacher used such techniques as the following to reinforce learning: a) audio and videotape recording feedback, b) summaries and reviews, c) examples, d) programmed materials, e) individual and group assignments, f) emphasis by repetition, e.g., drills, and g) rewards for positive behavior.
3. The individual needs of students were considered in the selection of methods and techniques for reinforcing learning.
4. A student evaluation was conducted to determine the impact of the reinforcement technique.

37

The teacher will present study techniques.

Criteria:

1. Students were given a tour of the library and study hall facilities.
2. Suggestions and materials were given to help each student develop the right attitude toward study.
3. The students were assisted in setting up a daily schedule for study.
4. The students were assisted in developing an approved study technique or system.
5. A procedure for note taking was demonstrated.
6. The use of reference materials was explained.
7. The students were given guidelines on how to make a report.
8. Students were presented various techniques for studying for a test.
9. Teacher-pupil planning was utilized in developing an instrument for use by students in evaluating their study habits.

38

The teacher will develop standards for student attainment.

Criteria:

1. School policy was used as a guideline in developing student attainment standards.
2. Entry level job standards were reviewed.
3. The standards for student attainment were based on the course objectives and the ability levels of the students.
4. Students and advisory committee members were involved in the development of standards for student attainment.

5. Standards stated in behavioral terms were developed for each of the instructional activities.

6. The standards for student attainment were included in the introduction of each instructional phase of the program.

39

The teacher will obtain closure for a lesson.

Criteria:

1. Adequate time was planned for a satisfactory closure.

2. Student cues were used in determining the students' readiness to summarize.

3. Student attention was retained during the summary.

4. A logical sequence was demonstrated in drawing together the major concepts of the lesson.

5. The students were involved in summarizing.

6. The summary related to past and future lessons.

7. The students' knowledge, understanding and/or skill of the major concepts presented were evaluated.

40

The teacher will give an assignment for outside work (homework).

Criteria:

1. The purpose of the assignment and the relation of the assignment to the lesson were explained.

2. Students were involved in formulating the assignment.

3. Instructions for completing the assignment were given.

4. Students were encouraged to seek a high level of performance in carrying out the assignment.

5. The criteria for evaluating the assignment were explained.

6. The amount of homework given was judged to be realistic.

7. Homework given was based on the individual needs of students.

8. Consideration was given to the facilities available for specialized homework assignments.

41

The teacher will present information with the assistance of a resource person.

Criteria:

1. The resource person was oriented to: a) purpose of the lesson, b) special needs or interests of the class, c) his role in the lesson, d) time allotments.

2. The topic and the resource person were introduced.

3. The resource person was used to present special information and answer questions relating to his technical area.

4. After the resource person's presentation, the teacher involved students in reviewing, relating and questioning the information as it related to course objectives.

42

The teacher will reproduce instructional material with a spirit duplicator.

Criteria:

1. The spirit duplicator was the most suitable and economical method for the reproduction of the specific material.

2. The directions supplied with the machine were followed as to its use and care.

3. An expert was contacted when the teacher was unsure of the operation of the machine.

4. The quality of the reproduced material was checked.

5. The ditto master was stored for future use.

43

The teacher will reproduce instructional material with a mimeograph machine.

Criteria:

1. The mimeograph was the most suitable and economical method of reproducing the specific material.

2. The directions supplied with the machine were followed as to its use and care.

3. An expert was contacted when the teacher was unsure of the operation of the machine.

4. The quality of the reproduced material was checked.

5. The stencil was stored for future use.

44

The teacher will reproduce instructional (hard copy and transparency) material with a thermo or photocopier (3M, xerox).

Criteria:

1. The copying method used was the most suitable and economical for the specific material.

2. The directions for proper use and care of the machine were followed.

3. An expert was contacted when the teacher was unsure of the operation of the machine.

4. The quality of the reproduced material was checked.

5. The master sheets, etc., were stored for future use.

45

The teacher will set up display materials for instructional purposes.

Criteria:

1. The display materials were important in meeting course objectives.

2. Display materials were selected for such purposes as: a) motivation of students, b) clarification of information, c) stimulation of thought, d) presentation of a concept, e) initiation of class discussion, and f) reinforcement of learning.

3. Students were involved in the planning and setting up of the display.

4. The display was evaluated and the materials were filed for future use.

46

The teacher will present a lesson with an overhead projector and/or opaque projector.

Criteria:

Overhead Projector

1. Lesson objectives were analyzed to determine the need for using the overhead projector.

2. The manufacturer's guidelines were followed in setting up the projector.

3. Materials selected were on the comprehension level of the students.

4. A variety of projection techniques was used.

5. The use of the projector contributed to the progress of the lesson.

6. All students were able to see and read the projected materials.

Opaque Projector

1. The use of the opaque projector was important to meeting lesson objectives.

2. The teacher integrated and sequenced the illustrations into the lesson.

3. The image was projected for easy viewing by all students.

4. The opaque projector was set up, checked out, and adjusted according to manufacturer's guidelines for

classroom use with materials such as: a) textbooks, b) periodicals, and c) loose-leaf materials.

47

The teacher will present an illustrated talk with 35mm filmstrip or slides.

Criteria:

1. The content of the filmstrip or slides was suited to an illustrated talk and the presentation met lesson objectives.

2. Seating was arranged so everyone could see and hear.

3. An introduction which included the goals and purposes of the illustrated talk was given prior to showing the filmstrip or slides.

4. The filmstrip or slides were used to stimulate interest.

5. The filmstrip or slides were integrated into the presentation.

6. The equipment was handled according to manufacturer's guidelines.

7. A summary was given to emphasize the important points of the illustrated talk.

8. The filmstrip or slides were prepared for future use.

48

The teacher will present a lesson with silent or sound motion picture film.

Criteria:

1. The film was secured, previewed, and judged to be relevant to the lesson content.

2. The film was suitable in length for the lesson and class period.

3. The equipment was secured according to school procedures, set up, and checked out in advance of the presentation.

4. The screen was arranged so that all students could see the motion picture.
5. Purposes and objectives were presented in an introduction to the film.
6. Efficient operation of equipment provided a good learning situation by considering items such as the following: a) focus, b) volume, c) pre-advancement of reel to material relevant to lesson, and d) shut down of machine after relevant material had been viewed.
7. A group discussion for summary and evaluation was conducted after the film presentation.

49

The teacher will present a lesson with 8mm single concept film.

Criteria:

1. The 8mm single concept film was used for such purposes as: a) clarification, b) review, and c) aid for slow learners.
2. The 8mm film projector was set up and all necessary supplies and equipment were made available.
3. The operation of the equipment was demonstrated for the students.
4. The teacher was available to give assistance and answer questions.

50

The teacher will present a lesson with videotape recordings.

Criteria:

1. The lesson tapes were selected, reviewed and/or prepared.
2. The equipment needed to present the lesson was set up according to manufacturer's guidelines.
3. Seating was planned for optimum viewing and audio reception.

4. The recordings were described and students were pre-cued as to important content.

5. An instrument was developed and administered to determine if lesson objectives were met.

6. Videotape recordings were inspected and returned to the film library.

7. A list of videotape recordings with particular relevance was developed and maintained.

51

The teacher will present a lesson with audio tape, disc recording, or radio receiver as resource.

Criteria:

1. The audio material selected for use was consistent with lesson objectives.

2. The students were comfortable and able to hear the message clearly.

3. The mechanical operation of the equipment contributed to the learning situation.

4. Student performance indicated that the method had increased learning.

52

The teacher will direct programmed instruction (teaching machine or text).

Criteria:

1. The programmed instruction materials selected met the individual needs of students.

2. The skill or concept to be taught was identified.

3. Only those programmed materials tested and shown effective were used to present the skill or concept.

4. The use of the programmed instruction material was demonstrated.

5. The teacher was available to supplement the programmed instruction materials.

53

The teacher will present a lesson with closed circuit TV.

Criteria:

1. An analysis of lesson content indicated that the material could best be presented by closed circuit TV.
2. The material was further analyzed to determine when students could be involved in the lesson presentation.
3. The teaching methods to be used for the lesson were adapted for use on TV.
4. Special television techniques such as slow motion, close-ups, size reduction and split screen were used in highlighting key points of the lesson.
5. Instructional aids for the TV presentation were obtained or prepared.
6. The students were pre-cued on the lesson objectives.
7. The subject matter content of the presentation was suited to the various ability levels of the students.
8. The TV presentation was suitable in length for the lesson and the class period.
9. Students were involved in evaluating the TV lesson.

54

The teacher will present a lesson with the aid of a flannel board and/or flip chart.

Criteria:

Flannel Board

1. The flannel board was used for purposes such as the following: a) introducing the lesson, b) highlighting key points, and c) summarizing the lesson.

2. All flannel board materials were prepared and/or obtained and assembled in advance.

3. The flannel board was set up for easy viewing by all members of the class.

4. The illustrative materials to be used on the flannel board were large enough for easy viewing and for ease of manipulation.

5. The flannel board was used to complement, clarify, and add perspective to the instruction.

Flip Chart

1. All materials were assembled before the lesson was presented.

2. The flip chart was set up for easy viewing by all members of the class.

3. Detailed illustrations were put on the flip chart in advance of the lesson.

4. The writing was legible and the illustrations were clear.

5. The teacher talked to the students, not the flip chart.

6. Pertinent material was reused for summarizing the lesson.

55

The teacher will present a lesson with the aid of a chalkboard.

Criteria:

1. Detailed illustrations were put on the board before class and concealed until they were introduced in the lesson.

2. Complex illustrations were shown in a step-by-step manner.

3. The illustrations were clear and the writing was legible.

4. Illustrations and writings were used without interfering with the view of students.

5. The teacher talked to the students, not to the chalkboard.

6. The illustrations aided in achieving the lesson objectives.

7. Pertinent information on the chalkboard was reused for summarizing the lesson.

56

The teacher will present a lesson using a prepared skit (standardized, teacher- or pupil-written).

Criteria:

1. The content of the skit was related to the lesson.
2. The specific purpose of the skit was explained in the lesson introduction.
3. Each participant was introduced and the role each would portray was described.
4. The performance of the skit was directed by prompting the actors and giving non-verbal encouragement when needed.
5. Time was allowed for class discussion following the skit.

57

The teacher will direct student laboratory experiences.

Criteria:

1. The materials presented were geared to individual student needs.
2. Each work station was set up with equipment, supplies and materials necessary for the particular laboratory experience.
3. Time was allowed for student discussion of the work plans.
4. The teacher circulated among the work stations, assisted students, and managed the general laboratory situation.
5. Individual student progress and skills were checked.
6. Students were involved in establishing safety practices.

58

The teacher will conduct visits to the student's home for instructional purposes.

Criteria:

1. The teacher followed school policy and state laws pertaining to home visits.
2. The teacher kept in mind the purpose of the visit in selecting necessary materials and records.
3. The student's family was contacted and plans made for the visit.
4. The teacher showed an interest in the student and his home environment.
5. The cooperation of the parents was solicited in planning, developing and implementing the student's instructional program.
6. Evaluation and follow-up procedures were agreed upon.

59-72

General objectives have not been written for elements 59-72, which were derived from the critical incident study.

CHAPTER IV

GENERAL OBJECTIVES FOR EVALUATION OF INSTRUCTION

Identification of the duties required of teachers in the evaluation of instruction resulted in the development of the general objectives which are included in this chapter. These quidelines relate to the selection and/or development of criteria and instruments for assessing, reporting and interpreting student performance. Also included are general objectives pertinent to the evaluation of the effectiveness of the methods and media as well as the instructional performance of the teacher.

42/43

73

The teacher will evaluate textbooks and reference materials to meet course objectives.

Criteria:

1. The text or reference materials were analyzed in regard to the following factors: a) accuracy of information, b) currency of material, c) organization of content, d) adaptability to individual needs, e) availability and usefulness of illustrations, f) reading level, and g) appeal and durability of binding.

2. A record of text evaluations was maintained.

74

The teacher will establish the evaluative criteria for lessons, units or courses.

Criteria:

1. Establishing the evaluative criteria was a cooperative venture involving employers, other teachers, administrators, etc.

2. The written list of evaluative criteria indicated use of occupational analyses, instructional materials, and formal and informal research as a basis for identifying criteria.

3. The criteria were stated in behavioral terms, which could be measured by both teacher and student.

4. The criteria for courses reflected those attributes and performance standards necessary for entry level employment.

75

The teacher will select measures appropriate to the evaluative criteria.

Criteria:

1. Sources for obtaining information on evaluative instruments were cited.

2. Instruments and techniques for measuring laboratory and classroom experiences were analyzed.

3. A separate list of standards was developed for evaluative measures for laboratory and classroom.

76

The teacher will formulate essay test questions.

Criteria:

1. The questions stimulated responses that would indicate student progress toward reaching course objectives.
2. The teacher outlined the range of answers that would be acceptable.
3. The questions were written at the usual classroom comprehension level, using typical terminology.
4. Specific directions or guidelines were given which would be helpful to the student in structuring an answer.
5. A sample question was provided.

77

The teacher will formulate true-false test questions.

Criteria:

1. Items were constructed to measure a specified behavior which corresponded to the instructional objectives.
2. Sentences were concise and referred to only one idea.
3. Care was taken to make the statements unequivocally right or wrong.
4. Approximately the same number of items for each kind of response was included.
5. The questions were written at the usual classroom comprehension level, using typical terminology.
6. A sample question was provided.

78

The teacher will formulate completion test items.

Criteria:

1. Items were constructed to measure a specified behavior which corresponded to the instructional objectives.
2. The questions were on the comprehension level of the students.
3. The questions required direct and brief response.
4. The response lines were of the same approximate length.
5. Verbatim statements from textbooks were avoided.
6. The number of completion blanks did not interfere with the student's understanding of the statement.
7. Each statement was limited to testing one idea.
8. A sample question was provided.

79

The teacher will formulate matching test items.

Criteria:

1. Items were constructed to measure a specified behavior which corresponded to the instructional objectives.
2. The questions were on the comprehension level of the students.
3. Each section (or list) was given a descriptive label.
4. Directions explained how the matching response was to be answered.
5. The question and answer lists were of unequal length--more answers than questions to control guessing.
6. The number of items in the lists ranged from four to eight.
7. All items in a group were related to the same topic.

8. The response list was clearly visible during the selection and recording of the answers.

9. A sample question was provided.

80

The teacher will devise laboratory performance tests.

Criteria:

1. Existing standardized performance tests were reviewed.

2. Other instructional staff were involved in formulating test questions when constructing a test common to several classes.

3. The laboratory test was in agreement with the instructional objectives.

4. A detailed list of instructions was formulated.

5. The necessary equipment and materials were available and in working order.

6. A pre-planned check list for scoring was developed.

81

The teacher will administer tests.

Criteria:

1. The physical environment contributed to the testing situation.

2. The use of the test to meet instructional objectives was explained in a non-threatening way.

3. Students were informed how the test would be evaluated.

4. Specific instructions were given for taking the test.

5. The time allowed for completion of the test was based on individual student differences.

6. The teacher was available during the test period to answer questions necessary for clarification.

7. Test results were reviewed with students as soon as practical.

82

The teacher will formulate a system of grading consistent with school policy.

Criteria:

1. The student progress and achievement which would be evaluated as a basis for formulating grades was established.
2. The grade percentage breakdown for class work, laboratory, and out-of-school learning experiences was consistent with school policy.
3. The system provided for evaluation based on individual differences of students.
4. An orientation and interpretation of the grading system was provided for the students.

83

The teacher will direct student self-evaluations.

Criteria:

1. Self-evaluation instruments were available for the student's use.
2. The teacher was available to aid the students in the use of self-evaluation devices.
3. The results of the evaluation were valuable in helping the student see his relationship to existing goals, his progress toward the goals, and the areas in which he needed improvement.

84

The teacher will evaluate students' progress in class, home, and laboratory assignments.

Criteria:

1. The purpose of the evaluation was to measure specified behaviors which related to instructional objectives.

2. Testing devices such as achievement tests, check lists, and observations were selected for their effectiveness in measuring student behaviors.

3. Student evaluations were conducted within the guidelines of school policy.

4. Evaluation devices, such as written assignments, were promptly processed and the students given results at an early date.

85

The teacher will evaluate his own techniques and methods of teaching.

Criteria:

1. The following methods were used to determine if the teacher had helped the students reach instructional goals: a) analyzing achievement test results, b) reviewing students' comments, c) reviewing videotapes of his classes, d) obtaining suggestions from his supervisor, and e) analyzing class problems.

2. Techniques and methods were compared and evaluated in relation to those used in similar programs by other teachers.

3. As a result of the evaluation, the teacher planned to make any needed changes in his methods of teaching.

86

The teacher will devise case-study problems.

Criteria:

1. The problem situation to be used in devising the case-study problem was directed toward meeting instructional goals.

2. The case-study problem reflected a practical and realistic situation.

3. The case-study problem was stated in language and terminology consistent with that normally used by students.

4. The case-study problem required students to apply their prior learnings in solving the problem.

87

The teacher will interpret evaluation data for students and parents.

Criteria:

1. The evaluative data were reviewed, explained and illustrated in nontechnical terms to parents and students.

2. Interpretation of the evaluative data was based on the following: a) evaluative devices based on course objectives, b) quantity and quality of the work completed by the student, c) class participation, d) the student's ability and background, e) laboratory experiences, f) assignments and projects, g) student's attitude, and h) student progress.

88

The teacher will formulate multiple-choice questions.

Criteria:

1. Items were constructed to measure a specified behavior which corresponded to the instructional objectives.

2. The introductory part of the statement was complete and specific in defining the problem.

3. At least four alternative responses were given.

4. Statements were grammatically correct when any of the responses was added.

5. Each response followed a consistent style to avoid giving clues.

6. Figures and dates were arranged in numerical order when used.

7. Correct responses were scattered at random so as not to form a regular sequence.

89

The teacher will establish criteria and methods for classroom or shop-laboratory performance.

Criteria:

1. Existing criteria were reviewed.

2. Instructors sharing the same equipment and facilities were involved in establishing criteria and methods for classroom and/or shop-laboratory performance.

3. Library resources were identified and utilized to serve as a basis for establishing criteria and methods for student shop-laboratory performance.

4. A description was written for the methods to be used for shop-laboratory performance.

5. The criteria were based on course objectives and entry level requirements of industry and business.

6. Full utilization of the available equipment and facilities was considered in developing the shop-laboratory performance criteria and methods.

7. Safety factors were considered in selecting criteria and methods.

90

The teacher will determine if evaluative criteria exist.

Criteria:

1. Citizen groups, educational resource persons, employers and advisory committees were consulted or were surveyed for information on existing evaluative criteria.

2. Professional literature was reviewed to determine existing criteria.

3. The state vocational program standards were reviewed.

91

The teacher will evaluate available standardized tests.

Criteria:

1. The principal standardized tests were evaluated on the following criteria: a) reading and comprehension level, b) instructional or subject matter focus, c) facilities and/or services needed to administer and score the test, d) validity of test results, e) availability of test norms to be used in score comparisons, f) ease of interpreting the test results, and g) cost per test unit.

2. A list of standardized test suppliers, resource personnel, and testing bureaus was developed.

92

The teacher will establish criteria for student self-evaluation.

Criteria:

1. A list of standards or procedures was developed which permitted students to make judgments or decisions about their own performance or achievement.

2. Teachers, students and staff were used in establishing criteria for student self-evaluation.

93

The teacher will evaluate student performance with standardized tests.

Criteria:

1. The results of the standardized tests were used to measure such things as students' knowledge and skill gain and the relationship between student achievement and the aims of instruction.

2. Standardized test results were used to plan instruction for individual needs.

3. The results of standardized tests were used for selection, grouping, and placement of students.

4. Standardized test results were used in student, parent, and staff conferences.

94

The teacher will evaluate classroom facilities and equipment.

Criteria:

1. The teacher reviewed existing research and literature on classroom facilities and equipment.
2. In evaluating classroom facilities, the following factors were considered: a) relationship to the objectives of the program, b) grade levels to be taught, c) student enrollment, present and future, and d) the safety and adequacy standards set by the school and/or state board.
3. Rating sheets were selected and/or devised to be used by the staff, administrators, students, and supervisors for evaluating classroom facilities and equipment.

95

A general objective has not been written for element 95, which was derived from the critical incident study.

CHAPTER V

GENERAL OBJECTIVES FOR GUIDANCE

The functions of teachers in the area of guidance have prompted the preparation of general objectives in this set of guidelines. A teacher's close contact with students often promotes the acquisition of information on their personal, social and academic capabilities. Consequently, numerous opportunities are afforded the teacher to engage in what may be termed guidance and referral functions. These activities may run the gamut of empathizing with students, providing occupational information, visiting students' homes, assisting students in securing employment, and graduate follow-up.

54/55

96

The teacher will assemble and display information on occupational areas.

Criteria:

1. The purpose, theme, and projected audience for the display were identified.
2. A layout scheme or sketch was developed.
3. All necessary supplies and materials were procured.
4. Students and/or other faculty were involved in constructing and displaying the information.
5. The display could be judged on the following: a) communication of the intended message, b) use of art principles of harmony, contrast, balance, and c) current viewer appeal.

97

The teacher will present occupational information related to his area.

Criteria:

1. The occupation was identified.
2. The duties and tasks required of the occupation were explained.
3. Personnel and skill requirements of the occupation were described.
4. The working conditions and salary associated with the occupation were described.
5. The opportunities for advancement within the occupation were explained.
6. Resource persons representing the specific occupational group presented the employers' view of occupational procedures and trends.

98

The teacher will develop student selection criteria.

Criteria:

1. Knowledgeable persons, familiar with the field, provided inputs to aid in the development of student selection criteria.

2. Major employers in the area were surveyed to determine employment standards.

3. The criteria developed allowed for individual differences.

4. The criteria developed were flexible so as not to exclude any students who could benefit from vocational education.

99

The teacher will cooperate with guidance counselor services.

Criteria:

1. Students were informed of available guidance counselor services.

2. Students were referred to guidance counselors for those services which called for special counseling.

3. Personal and performance data about the student were supplied to the guidance counselor.

4. Assistance was given in making case studies.

5. Vocational information about the service area was given to the guidance counselors.

6. Student records were utilized by the teacher when needed.

7. Joint meetings involving the guidance counselor and the vocational teacher were held to exchange information, perform joint evaluations and make recommendations.

100

The teacher will arrange for and administer tests.

Criteria:

1. All tests and testing materials were arranged so that they were readily available for use.
2. The teaching staff was scheduled to assist as proctors.
3. A facility free from distractions was provided.
4. Comfortable seating and privacy were arranged for the students.
5. Instructions for the test were presented in a concise manner.
6. Security was enforced and the test was conducted as prescribed.
7. Tests and materials were collected and their safekeeping insured.
8. Proper scoring and recording were provided.

101

The teacher will compile student selection data.

Criteria:

1. A "confidential folder" was prepared for each student.
2. Completed application forms were reviewed.
3. Personal interviews were conducted to review the application data and to discuss student aspirations.
4. Copies of official academic records and letters of recommendations were reviewed and placed in the student's folder.
5. Standardized tests were administered, and scores were recorded and placed in the student's folder.

102

The teacher will evaluate all data about the student for selection purposes.

Criteria:

1. The student data were assembled.
2. The data were analyzed for relevancy in the selection process.
3. Fellow teachers, guidance counselors, and administrators were involved in the data interpretation.
4. Students were ranked on the basis of the selection criteria.

103

The teacher will interview students and parents.

Criteria:

1. The purpose of the interview was explained.
2. The school's vocational philosophy and the objectives of the program were explained.
3. The student's aptitudes and interests were studied and discussed.
4. Students and parents were encouraged to ask questions, make comments, and express their ideas and reactions during the interview.
5. The student's personal and academic responsibilities of the vocational program were identified.
6. Procedures for future communications were established and parents were encouraged to maintain contact with the vocational teacher.
7. A record of the interview was placed in the student's file.

104

The teacher will select and assign students for the program.

Criteria:

1. The objectives of the program were explained to the student.
2. The program entrance criteria were presented.
3. The student's aptitudes and interests were compared with the program standards.
4. The student's academic achievement and test scores were compared with the "norms" of previous students who have successfully completed the program.
5. Students who did not fully qualify for the program were encouraged to participate in remedial courses.
6. Alternative programs better suited to the student's individual qualifications were explained.

105

The teacher will conduct a counseling session.

Criteria:

1. The purposes for conducting the counseling session were reviewed.
2. The student data file was studied.
3. An office setting conducive to personal counseling was provided.
4. The following techniques were used by the teacher to establish and maintain rapport: a) listening intently to student responses, b) reflecting student feelings, c) empathizing with the student, and d) encouraging the student to investigate alternative solutions to his problems.

106

The teacher will interpret cumulative student records.

Criteria:

1. The cumulative record data were studied and an appraisal was made of individual student achievement and aptitude.

2. The data were used professionally and confidentially when interpreted for: a) students, b) parents, c) professional staff, d) community employment agencies, and e) employers.

3. Resource personnel were involved in the interpretation of cumulative records when needed.

107

The teacher will develop and administer an instrument to determine individual's home background.

Criteria:

1. The questionnaire was designed to obtain information such as the following: a) address and telephone number, b) sex, c) age, d) names and ages of brothers and sisters, e) parents' occupations and educational background, f) student interests and hobbies, and g) involvement in student-oriented community activities.

2. Instruments such as the following were developed to determine the student's home background: a) questionnaire, b) check list, c) structured interview, and d) autobiography.

3. Students and parents were oriented to the purpose for which the information would be used.

4. Arrangements were made for administration of the instrument.

5. The teacher treated the information in a confidential manner.

6. The information was filed in individual student folders.

108

The teacher will assist students to develop study habits.

Criteria:

1. The student's academic status was reviewed periodically for direction in modifying student study habits.
2. The study problems the student was experiencing were analyzed.
3. Written materials and study procedures were recommended or provided for the student.
4. The student was assisted in setting up a daily study plan.
5. Specific changes in study and listening habits were recommended.
6. The student was encouraged to evaluate himself against his study plan.
7. A follow-up study of the student's adjustment to the suggested study habits was conducted.

109

The teacher will assist students with personal and social problems.

Criteria:

1. An "open door" policy was maintained and students were encouraged to seek help with their problems.
2. Factors such as the following were considered in deciding whether the teacher could handle the problem or if there was a need for referral: a) estimated time involved for solving the problem, b) legal implications, c) gravity of the problem, d) teacher's expertise in the area of the problem, and e) teacher's need to remain impartial.
3. The student was referred (when necessary) to persons professionally qualified to help solve his problem.
4. Follow-up of the problem was conducted to see how it was resolved or if additional help was needed.

110

The teacher will assist students with scholastic problems.

Criteria:

1. An "open door" policy was maintained and students were encouraged to seek help with their academic problems.

2. The student was aided in isolating the source of the academic problem such as: a) poor scholastic background, b) poor study habits, c) lack of interest in subject matter, d) personality conflict with teacher, e) lack of aptitude, and f) home environment.

3. The subject was considered in relation to its current and future value to the student.

4. The student was assisted in charting a course of action for solving the academic problem.

5. An appointment was made with the student to permit a follow-up of the progress in solving the scholastic problem.

111

The teacher will assist students with problems associated with furthering their education.

Criteria:

1. Through discussion and/or referral to guidance personnel the educational interests and aptitudes of the student were identified.

2. Informational resources which would assist the students in planning a program for furthering their education were provided.

3. Students were encouraged to make use of the guidance and counseling services available in the school and community.

112

The teacher will refer students to qualified personnel agencies for occupational and educational information.

Criteria:

1. The student was assisted in selecting qualified personnel agencies which would be beneficial to his needs.
2. The student was assisted in making arrangements for a visit to an agency.
3. The student was instructed in preparing for an interview with an agency.

113

The teacher will establish an "open door" counseling policy.

Criteria:

1. Student requests for counseling were handled with dispatch.
2. Student problems were handled tactfully and confidentially.
3. The teacher displayed empathy for student problems and aspirations.
4. A review of records indicated that students requested and received counseling services.
5. Office hours were maintained for counseling students.

114

The teacher will conduct visits to the student's home for counseling purposes.

Criteria:

1. Home visits were planned and conducted when school and state policy specified or permitted.
2. The purpose of the visit was established.
3. The student's records were studied prior to the visit.
4. Reference notes were prepared for the home visit.
5. Arrangements for the visit were made with the student's family.

6. Rapport was established with the parents by showing interest in the student and his home environment.

7. A basic understanding of the student's home background was ascertained as a result of the visit.

8. Parental cooperation was sought in counseling the student.

9. Arrangements were made for a follow-up study of the counseling session and for future home visits when appropriate.

115

The teacher will provide students with resource materials on occupational opportunities.

Criteria:

1. A file and listing of resource materials on occupational opportunities were maintained.

2. Orientation sessions on the use of resource materials were given.

3. The resource materials were easily accessible to the students.

4. A system for checking out the materials to students was devised.

116

The teacher will determine individual employer's needs for personnel.

Criteria:

1. The recommendations of the advisory committee concerning employer needs in the community were documented.

2. A survey was conducted to determine employer needs.

3. Public and private employment agencies were surveyed to determine employer needs.

4. Employers were assisted in conducting job analyses to determine personnel needs.

5. Individual employer needs were considered in developing or modifying programs.

117

The teacher will assist students in securing employment.

Criteria:

1. A sound working relationship was developed with public and private personnel placement agencies, civic clubs, advisory groups, etc.
2. An understanding of the occupational make-up of the area was developed by maintaining a list of principal employers, job classifications, job opportunities, and employer personnel selection practices.
3. Students were interviewed and counseled to determine their occupational interests, qualifications and preferences.
4. Students were provided an opportunity to practice and prepare for job interviews and employer tests.
5. Students were furnished with brochures and handouts on employment.
6. Students were assisted in setting up interviews with potential employers.
7. Students were referred to professional counseling staff (psychologist, psychiatrist, etc.) to assist them in their transition from school to work.
8. Student placement records were studied to determine: a) placement trends, b) student job satisfactions, and c) student job growth.

118

The teacher will write recommendations for students for permanent employment.

Criteria:

1. The student's cumulative record was reviewed.

2. The letter or recommendation included items such as the following: a) student's academic achievement, b) personal qualities and characteristics, c) professional commitment and potential, and c) length and type of association between the teacher and the student.

3. The letters presented a realistic appraisal of students' strengths and weaknesses.

4. A permanent record was made of all letters of recommendation.

119

The teacher will collect relevant student follow-up data for program evaluation.

Criteria:

1. A data-gathering plan was developed to meet the identified need.

2. A technique such as the following was employed in collecting the data: a) interview, b) questionnaire, c) check list, and d) group discussion.

3. Student follow-up data such as the following were collected: a) jobs held by former students, b) job satisfaction of students, c) job advancements, d) future goals and plans for continuing education, e) amount of continuing education and employer's comments, f) relevance of courses taken for present position, g) relationship of initial placement to program of study, h) changes of positions since graduation, i) relationship of present position to program of study, and j) salary range.

4. Follow-up data were put in a form for easy use.

5. A plan for periodic reviews was developed to keep data current.

120

The teacher will summarize, report and disseminate information obtained from follow-up studies.

Criteria:

1. The data from the follow-up studies were organized, tabulated, and analyzed.
2. Implications were drawn from the data and recommendations were made for program evaluation.
3. A report(s) indicating the strengths and weaknesses of the program was prepared.
4. The report(s) was disseminated to the appropriate people.

121

The teacher will update, revise and improve curriculum based upon follow-up data.

Criteria:

1. Follow-up data were collected.
2. An analysis was made of follow-up data to aid in the improvement of curriculum.
3. Curriculum experts were consulted and existing curriculum requirements reviewed.
4. The revised curriculum was directed at meeting students' needs.
5. Present and future employment needs and trends (local, state and national) were considered in revising the curriculum.
6. The problems of implementing the revised curriculum were considered.

122-124

General objectives have not been written for elements 122-124, which were derived from the critical incident study.

CHAPTER VI

GENERAL OBJECTIVES FOR MANAGEMENT

Management duties of teachers, which have been identified, promoted development of the performance-oriented general objectives which provide the content for this chapter. Numerous activities, including determination of budgets, supplies and equipment requirements, preparation and filing of various requests and reports, maintenance of schedules, equipment and records, and control of students' behavior and environment, are among the varied capabilities expected of teachers for which teacher education curricula must be planned.

125

The teacher will determine long- and short-range supply needs.

Criteria:

1. Supplies were inventoried.
2. Projected enrollment figures were reviewed in determining future supply needs.
3. Supply needs were related to the goals and objectives of the program.
4. The master plan was studied with respect to: a) future enrollment, b) per capita supply needs, and c) projected curriculum offerings.
5. Supply alternatives and priorities were listed.
6. A "running" inventory system was established and maintained.

126

The teacher will determine long- and short-range equipment needs and amortization.

Criteria:

1. Equipment on hand was inventoried and evaluated.
2. A list of needed equipment was developed in relation to the goals and objectives of the program.
3. Equipment alternatives and priorities were listed.
4. Equipment amortization procedures were determined or obtained.
5. Equipment needs were based on the following: a) projected enrollment, b) present and future instructional activities, c) program objectives, and d) various grade-level requirements.

127

The teacher will determine long- and short-range facility needs.

Criteria:

1. The long-range master plan was developed from a projection of: a) enrollments, b) grade levels, c) program objectives, and d) instructional activities.

2. The existing facilities were evaluated.

3. Differences between existing facilities and projected facilities were determined.

4. Alternatives and priorities of needed facilities were listed.

5. An amortization schedule was established.

128

The teacher will consult the advisory committee in the planning for facilities and equipment needs.

Criteria:

1. The members of the advisory committee were contacted and informed of a facilities and equipment planning meeting.

2. The objectives of the total program were reviewed with the advisory committee.

3. The importance of present and projected enrollment figures was examined.

4. Trends in industry, business, and public service were studied as a basis for planning new facilities and equipment.

5. The advisory committee was briefed concerning funds available and planned financial expenditures.

6. Advisory committee suggestions were submitted to the administration to assist in decision-making processes.

129

The teacher will involve the advisory committee in the evaluation of physical facilities, equipment and supplies.

Criteria:

1. The members of the advisory committee were contacted and a meeting was set up for evaluating physical facilities, equipment and supplies.
2. The objectives of the total program were reviewed with the advisory committee.
3. The budget was reviewed with the advisory committee regarding the funds available and future appropriations.
4. The present and projected enrollment in the program were reviewed with the advisory committee.
5. The advisory committee was involved in setting up criteria for evaluating facilities, equipment and supplies.
6. The present physical facilities, equipment and supplies were reviewed with the advisory committee and their suggestions for future needs were recorded.
7. Advisory committee suggestions were submitted to the administration to assist them in decision-making.

130

The teacher will prepare requisitions for supplies, tools and equipment needs.

Criteria:

1. The need for the supplies and equipment was justified.
2. State and/or local approval lists were checked.
3. Catalogs and other sources of information were reviewed.
4. The cost of items was tabulated correctly and requisitions were prepared.
5. Requisitions were approved for purchase orders.
6. A check list was established to insure that requisitions were correctly filed.

131

The teacher will arrange for storage of equipment and supplies.

Criteria:

1. Equipment and supplies that needed special storage were identified.
2. Students were given the responsibility for storing their own equipment in the storage space provided.
3. Locked storage was provided for portable equipment.
4. Storage areas for consumable supplies were specified.
5. Safety procedures for storing equipment and supplies were displayed.
6. Procedure for keeping the storage area in proper order was developed.

132

The teacher will obtain needed school equipment and supplies as gifts or donations.

Criteria:

1. The master plan was examined to determine needed supplies and equipment which might be obtained through donations.
2. Possible sources of equipment and supplies were listed.
3. Business and industry representatives were contacted to determine the availability of equipment and supplies.
4. Administrative approval was obtained to accept gifts or donations.
5. The conditions for use and disposal of the gifts were determined before they were accepted.
6. A record was made of the source of the gift.
7. A letter of appreciation was sent to each donor.

133

The teacher will maintain a running inventory of supplies and equipment.

Criteria:

1. Procedures for establishing and maintaining an inventory were developed.
2. All supplies and equipment were properly identified and recorded.
3. Additional supplies and equipment were requisitioned when the reorder point was reached.
4. A dating system was established to insure inventory turnover.

134

The teacher will develop a cooperative plan for adult education use of facilities and equipment.

Criteria:

1. A plan for the use of facilities and equipment was developed in cooperation with the director of adult education.
2. An agreement for the specific use and care of facilities and equipment was established.
3. The reimbursement policy for maintenance of facilities and equipment was agreed to and recorded in writing.
4. A schedule for using the equipment was prepared.
5. Legal responsibilities pertaining to personal injury were identified in writing by the superintendent.
6. Administrative approval of the proposed plan for use of facilities and equipment for adult education was obtained.

135

The teacher will maintain equipment and tools.

Criteria:

1. All equipment and tools were inventoried.
2. Specific maintenance responsibilities which could be handled by the teacher were identified.

3. Routine maintenance problems which could be accomplished by students were included as a part of the instructional program.

4. A plan was created for major maintenance of the equipment and tools.

5. The maintenance schedule was periodically evaluated to make sure maintenance was carried out as specified.

6. The conditions of the service policies carried on complex equipment were followed.

7. A service record of repairs and maintenance was kept to serve as a basis for future planning.

136

The teacher will develop and implement safety procedures.

Criteria:

1. Local, state, and federal safety laws were reviewed.

2. A joint teacher-pupil planning session was used in implementing procedures for safety regulations.

3. The teacher checked student use of safety procedures.

4. The classroom and laboratory instruction included safety procedures which complied with local, state, and federal laws.

137

The teacher will provide first aid supplies.

Criteria:

1. Common injuries were considered in compiling a list of necessary first aid supplies.

2. The first aid supplies were requisitioned.

3. The first aid supplies were placed in a convenient location.

4. Instructions concerning use of the supplies were posted.

5. A check of supplies was made periodically.

138

The teacher will organize for cooperative buying.

Criteria:

1. Approval was obtained from the administration for cooperative buying.
2. Other teachers were contacted in order to assess their interest and obtain their cooperation.
3. Persons from business and industry were contacted to determine their willingness to assist in cooperative buying.
4. Policies and procedures for cooperative buying were formulated.

139

The teacher will develop policy for use of facilities by other school personnel.

Criteria:

1. An agreement which was in compliance with local and state policy was developed for the use and care of the facilities.
2. Approval of the proposed plan for use of the facilities was obtained from the administration.
3. A reimbursement policy was established for maintenance of the facilities.
4. A schedule for using the facilities was established.
5. A check was made to assure that the cleaning and maintenance of equipment was carried out according to manufacturer's specifications.
6. Storage for projects and materials was provided so the work of one group would not interfere with that of another.
7. The procedures for maintaining security were followed by the parties using the facilities.

140

The teacher will plan a budget for equipment and supplies (current and projected).

Criteria:

1. The master plan for equipment and supplies was reviewed, paying particular attention to equipment amortization schedules.
2. An inventory was made of the present equipment and supplies.
3. The list of needed equipment and supplies was the difference between present inventory and that needed to reach the objectives of the program.
4. The estimated cost of new equipment and supplies was established via catalog or personal contact with suppliers.
5. School procedures and practices were followed in formulating and submitting the budget for consideration.

141

The teacher will plan a budget for resource materials (textbooks, library books).

Criteria:

1. The master schedule reflecting the total resource needs was consulted.
2. An inventory was made of resource materials on hand.
3. The list of needed resource materials was the difference between present inventory and that needed to reach the objectives of the program.
4. Publisher representatives and catalogs were consulted in regard to information concerning books in print.
5. Other faculty members were consulted in order to obtain their suggestions for the resource materials budget.
6. A written resource material budget following the school budgeting format was prepared.
7. Selected books were submitted for approval.

142

The teacher will develop procedures for handling cash receipts and a petty cash fund.

Criteria:

1. Administrative approval was obtained to develop a procedure for receiving and expending petty cash funds.

2. A petty cash accounting system was established that included: a) a means of recording all transactions, b) procedures for receiving and/or disbursing funds, and c) a method to audit the funds.

143

The teacher will prepare and submit a travel budget.

Criteria:

1. Program activities requiring travel were listed.

2. The mode of travel, mileage, and accommodations were determined according to school policy.

3. The cost of each trip was accurately itemized.

4. The travel budget was submitted according to established policy.

144

The teacher will make financial arrangements for special banquets.

Criteria:

1. The size of the banquet was estimated in advance.

2. A list of establishments that could provide the needed accommodations and services was compiled.

3. The establishments were contacted concerning costs, facilities, and related services.

4. The cost of the banquet was estimated.

5. A plan was developed for the collection of monies for the banquet.

6. A procedure was established for paying for the banquet and related services.

145

The teacher will plan financial arrangements for the adult program.

Criteria:

1. The objectives and goals of the adult education program were analyzed.

2. A list of potential adult education programs was prepared.

3. A tentative list of course offerings was determined.

4. The fixed and variable costs for staff, facilities, and equipment and supplies were estimated.

5. The adult education fund resources were estimated and funds allocated.

6. Fees and payment schedules were established.

146

The teacher will determine and collect fees for consumable supplies.

Criteria:

1. The kind and amounts of supplies needed were determined on a per pupil basis.

2. The cost of consumable supplies was calculated on a per pupil basis based on supply price lists.

3. School policy and state regulations were followed in establishing a procedure to collect fees for supplies.

4. Supply fees were collected and deposited with the school's financial officer.

5. Record keeping and audit procedures were established.

147

The teacher will cooperate with the administration in planning a budget for his vocational area.

Criteria:

1. The master plan was used as a guideline for planning the budget.
2. Rapport was maintained between the teacher and the administration as evidenced by their working together toward developing a financial plan to meet instructional objectives.
3. The written plan for the budget included costs per pupil data and supply and equipment needs.
4. The budget reflected the actual needs of the vocational area.

148

The teacher will prepare and file all financial records.

Criteria:

1. The established school procedures pertaining to preparing and filing financial records were reviewed.
2. The data needed to prepare the financial records were gathered and compiled.
3. The financial data were entered on the appropriate reporting form.
4. The report form was filed according to school procedures.

149

The teacher will record and file student data (progress, performance, grades).

Criteria:

1. A complete profile of data was recorded and filed for each student.
2. The recorded data had good format and retrievability.

3. The recorded data were readable and easily interpreted.
4. The recorded data were checked periodically and kept up-to-date.

150

The teacher will record and file attendance reports on students.

Criteria:

1. Student attendance was taken according to the school policy.
2. Student attendance was recorded on the correct forms in the approved manner.
3. A record of student attendance was retained by the teacher and reports filed in the main office according to school policy.
4. School attendance reports were kept current to serve as a basis for vocational reimbursement.

151

The teacher will prepare and submit state reports.

Criteria:

1. Instructions accompanying the reports were studied.
2. Previously completed reports were reviewed.
3. Information necessary for making out reports was collected.
4. Required information was clearly and accurately entered on the reports.
5. Completed reports were approved and properly signed.
6. Reports were submitted according to school and state policy.
7. Duplicate copies of reports were filed.

152

The teacher will develop and maintain placement records.

Criteria:

1. Forms on which to keep detailed placement records of students were developed or obtained.
2. A complete placement record of each student was maintained.
3. An easily accessible file of all placement records was maintained.
4. A procedure was developed for keeping the records up-to-date.

153

The teacher will develop and maintain follow-up records.

Criteria:

1. Special forms were obtained or developed for follow-up records.
2. Follow-up information such as the following was obtained from students and employers and recorded: a) job placement, b) post-secondary and/or college attendance, c) job mobility, and d) job growth.
3. A system was established for keeping the records up-to-date.
4. Data having importance to programs, courses, etc., were made available to faculty committees, administrators, and state representatives.

154

The teacher will develop and maintain occupational opportunity files.

Criteria:

1. Job information was collected and analyzed on a periodic basis.

2. Positions available and future job projections were listed.

3. A list of all area personnel directors was developed and kept up-to-date.

4. The teacher kept abreast of the training offered by employers.

5. Occupational opportunity information was kept current on file cards.

6. Contact with state and private placement agencies was maintained through personal visits and mailing lists.

155

The teacher will prepare and file reports for referral purposes (recommendations).

Criteria:

1. A form was designed or obtained for recording student referral data.

2. Data such as the following were transferred from the student's records onto the referral form: a) student's achievement, b) outstanding characteristics, c) physical impairments, and d) teachers' recommendations or evaluations.

3. Referral data forms were arranged into a systematic file.

4. Security of the file was provided by keeping it in a locked room or file cabinet.

156

The teacher will write up and submit program evaluation reports.

Criteria:

1. Evaluation forms were reviewed.

2. The writing and submitting of evaluation reports were a cooperative venture involving all the people in the department.

3. All the data needed for completing the evaluation report were secured.

4. The evaluation data were arranged in the order they would be used in writing up the report.

5. The evaluation data were recorded on the evaluation report form in the manner prescribed.

6. The report was submitted as directed by the requesting agency.

7. Local administrative approval of the evaluation report was obtained.

157

The teacher will establish acceptable standards of behavior.

Criteria:

1. The teacher analyzed the characteristics of the age level of the students.

2. Students, parents and faculty were involved in the establishment of standards of behavior.

3. Acceptable patterns of behavior were developed from the analyzed characteristics.

4. The established standards were in agreement with school policy.

5. Standards of behavior were communicated to students via case study problems and policy statements.

6. Individual counseling sessions were conducted when established behavior standards were broken to explain to the student the effects of behavior deviation.

158

The teacher will group students according to individual differences.

Criteria:

1. The grouping of the students was based on factors such as the following: a) scholastic achievement, b) work

experience, c) special interests, and d) personality factors (ability to work with others).

2. Students were grouped on the above factors for certain assignments and/or classwork.

3. The type of grouping chosen was based on the instructional objectives of the lesson.

159

The teacher will maximize the use of students' time and the equipment (scheduling).

Criteria:

1. Instructional schedules were developed that insured maximum use of equipment.

2. Using the equipment schedule as a base, student schedules were developed that considered: a) class load, b) cooperative work assignments, c) extracurricular activities, and d) vocational club activities.

3. Schedules were within the guidelines of school policy.

4. A plan was prepared for an "open lab" operation.

160

The teacher will arrange the mechanical details of the classroom and laboratory (materials and equipment).

Criteria:

1. Students were involved in planning and arranging the physical details of the classroom and laboratory.

2. The custodial staff was informed of their responsibility for arranging the physical details of the classroom and laboratory.

3. The furniture and equipment were arranged in a manner which supported the method and objectives of the instruction to be provided.

4. The arrangement of the materials and equipment complied with the school's safety regulations.

161

The teacher will control physical surroundings (light, ventilation, heat).

Criteria:

1. The temperature setting of the room was based on the instructional activity and class size.
2. The lighting was controlled for the instructional activity in the classroom such as lecture-discussion, film and opaque projector.
3. The ventilation of the room was regulated for the number of persons in the room in relation to the instructional activity.
4. The teacher related classroom needs to the custodial staff.
5. The control of the classroom's physical atmosphere was in accordance with local or state regulations.

162

The teacher will establish detailed rules and regulations for laboratory participation.

Criteria:

1. Prospective employers were involved in planning laboratory rules and regulations so that they paralleled those of business and industry.
2. Safety laws were followed in the establishment of these regulations.
3. Students were involved in implementing the specific rules.
4. The students were required to become familiar with the rules.
5. The rules and regulations were in agreement with school policy.
6. The rules were posted in a convenient place.

163

The teacher will establish "check-out" procedures for tools, supplies and equipment.

Criteria:

1. Information on tool, supply and equipment check-out procedures was obtained by analyzing the methods used in business, industry and public service establishments.

2. Suggestions on check-out procedures were obtained from other teachers and from students.

3. The check-out procedures formulated provided for: a) orderly check out of tools, supplies and equipment, b) student-shared responsibility, c) check-out procedures comparable to those used in the world of work, and d) identification of what is checked out to each individual.

4. All students were oriented to the check-out procedures.

164

The teacher will develop and administer a system for cleaning and maintaining the laboratory.

Criteria:

1. Ideas on a system for cleaning and maintaining the laboratory were obtained from the following sources: a) students, b) literature, c) other teachers, and d) business, industry and public service organizations.

2. The guidelines reflected the type of service, the number of students and time available.

3. The students were oriented to the system for cleaning and maintaining the laboratory.

4. A regular scheduled period at the end of each class was arranged for clean-up.

5. Students were appointed on a rotation basis to carry out the responsibility of directing the cleaning process.

6. Students were evaluated on their ability to carry out the responsibilities of the cleaning process.

165

The teacher will schedule student's work station and his storage space in the laboratory or shop.

Criteria:

1. A schedule of work stations was developed based on course objectives and the number of students in class.
2. Each student was assigned to a laboratory work station and a storage space for storing projects and personal belongings.
3. Work areas and storage space were labeled for easy identification.
4. Students were informed of their responsibilities in caring for and maintaining their work station and storage spaces.

166-168

General objectives have not been written for elements 166-168, which were derived from the critical incident study.

CHAPTER VII

GENERAL OBJECTIVES FOR PUBLIC AND HUMAN RELATIONS

The requirements of teachers in the area of public and human relations provided the foundation for the general objectives in this chapter. These guidelines accommodate teacher education curricular concerns from the tenets of "The Golden Rule" in everyday affairs to complex interactions in the school and the community. Efforts accounted for include working successfully with students, parents, employers, and community organizations and citizens. Also incorporated are general objectives to cover interpreting and promoting vocational education in the community as well as information gathering relative to its impact and acceptance.

169

The teacher will interpret and promote vocational education within the school.

Criteria:

1. The teacher planned activities in his vocational area for open-house day.
2. Orientation programs in vocational education were planned for high school students and faculty.
3. Information for articles about the activities of vocational education was contributed to the school paper.
4. The teacher involved other faculty members in planning various activities of vocational education programs.
5. Materials on vocational education were supplied to interested students and the vocational guidance counselor.
6. Awards were given to outstanding vocational students in accordance with school policy.
7. Interesting vocational education curriculum was promoted through assembly programs.
8. General bulletin boards, display cases, etc., were used to promote vocational education.
9. The vocational teacher cooperated with other departments to promote good public relations.

170

The teacher will develop good professional working relationships with the other teachers and the administration.

Criteria:

1. Communication with other teachers and administrators was achieved by participating in school-wide activities.
2. Cooperation was maintained with fellow teachers and administrators by keeping them informed on concerns of mutual interest.

3. Periodic consultations were held with other teachers and administrators for advice on teaching or other professional activities.

4. Active participation in the professional organizations of vocational teachers was evidenced by memberships and worthwhile contributions.

171

The teacher will assist in planning and developing the overall educational objectives and goals of the total school program.

Criteria:

1. Basic educational theory was considered in developing educational objectives and goals.

2. Existing policies and goals were evaluated and updated in terms of social, economic and educational trends, issues, and present conditions.

3. Educational objectives and goals were arranged in an orderly and learnable sequence.

172

The teacher will develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse).

Criteria:

1. The school policy concerning each of the school staff's responsibilities and the conditions under which his services could be utilized was reviewed.

2. The services of the school staff were utilized to help fulfill course objectives.

3. The school staff was asked to perform only those tasks within their job description.

4. Attitude toward the school staff was friendly.

173

The teacher will maintain liaison with community members and professional, service, fraternal, social, and religious organizations.

Criteria:

1. Membership was maintained in selected organizations of the community.
2. Organizational functions were attended on a regular basis.
3. The teacher made himself available as a resource person to the various community organizations.
4. Good public relations were established and maintained with community organizations in which membership was not held.

174

The teacher will maintain liaison with employment agencies.

Criteria:

1. Representatives of the public and private employment agencies were presented the philosophy of vocational education and the policies of the school regarding placement of students.
2. Representatives of the local public and private employment services were presented materials which described the objectives of the school's vocational programs and the types and levels of positions for which students were prepared.
3. Public and private employment services were visited regularly to determine the types and numbers of positions available in the specialized fields in which the school was preparing personnel.
4. The services of the public and private employment agencies were utilized to obtain assistance in finding employment for students.
5. Employment agency personnel were included in vocational education activities in the school.

6. A schedule was set up for the periodic introduction of new students to the services offered by the employment agencies.

7. Representatives of employment agencies were used as resource persons.

8. The counseling services of the public and private employment agencies were utilized.

175

The teacher will inform the community of new developments and trends in vocational education.

Criteria:

1. Information on new developments and trends in vocational education was obtained by reading publications, attending conferences, etc.

2. News releases were prepared and presented to local news media.

3. A newsletter on trends and developments in vocational education was written and disseminated.

4. Students were involved in setting up displays in the community illustrating the latest trends.

5. The community was kept informed about new developments in vocational education by the teacher acting as a resource person for community organizations.

6. The board of education and school administrators were kept informed by the teacher and the advisory committee.

176

The teacher will prepare and present radio and TV programs promoting vocational education.

Criteria:

1. A schedule for preparing program tapes was made by contacting radio and TV station personnel.

2. The programs included topics pertaining to: a) local, state and national interest and b) various vocational education programs and issues.

3. Radio and TV program personnel were consulted in developing program plans.

4. Students and other teachers were involved in preparing materials.

5. Knowledgeable teachers and students were invited to participate in programs involving their occupational area.

6. Announcements of major vocational education activities were prepared in time for local stations to assign staff for on-the-spot coverage.

177

The teacher will prepare and disseminate brochures and other descriptive materials in the community.

Criteria:

1. The budget was reviewed to determine available funds for preparing descriptive materials.

2. Students, other teachers, supervisors, and administrators were involved in preparing descriptive material about the vocational education program.

3. Assistance was obtained from competent persons in preparing an attractive layout.

4. A selective mailing list was prepared for each publication prepared.

5. Copies of the brochures and other descriptive materials were supplied to the chamber of commerce, local industry, business, and public service agencies.

6. The school was supplied with copies for distribution through the counseling office.

7. A release was prepared for the news media announcing the available materials.

178

The teacher will cooperate with community organizations in projects related to vocational education.

Criteria:

1. The vocational department's philosophy to assist community organizations was communicated via news media, advisory committees, the chamber of commerce, etc.

2. Personal contact was made with community organizations to explain how the school had cooperated with similar organizations.

3. Assistance from other divisions of the school system was coordinated during ongoing projects.

4. The state board of vocational education was contacted for help in community projects.

179

The teacher will serve as a resource person to community agencies and organizations.

Criteria:

1. The data furnished to community organizations was presented in an unbiased, factual, and easily understood manner.

2. During each presentation, time was set aside for discussion and questions.

3. The teacher's role was limited to that of a resource person.

4. The agency or organization was kept informed of any new available data.

5. Suggestions for further study were offered and other resource persons were recommended when desirable.

180

The teacher will develop and maintain liaison with craft unions, councils, committees, businesses and professional associations.

Criteria:

1. Rapport was established by meeting with the key members of craft unions, councils, committees, businesses and professional associations.

2. Representatives of the unions, councils, and committees were asked to become involved in program planning.

3. These groups were informed of the functions and activities of the vocational program through newsletters, newspaper articles, radio, television, telephone and personal visitations.

4. Orientation programs were provided to inform unions, councils, and special committees of the goals and objectives of the vocational program.

5. School administrators were kept abreast of all contacts with unions, councils, and committees.

181-184

General objectives have not been written for elements 181-184, which were derived from the critical incident study.

CHAPTER VIII

GENERAL OBJECTIVES FOR GENERAL SCHOOL ACTIVITIES

The expectation that all teachers will assist with general school activities has resulted in the development of general objectives to satisfy these guideline requirements. The general objectives presented in this chapter are based on teachers' voluntary and assigned general tasks that range from supervision of lunchrooms and study halls to the supervision of student teachers.

185

The teacher will participate in noninstructional school duties (ticket collecting, chaperoning, and PTA).

Criteria:

1. Noninstructional assignments were accepted as a normal part of faculty responsibilities.
2. Instructions and materials necessary for fulfilling the assignment were obtained and followed.
3. The teacher exhibited and maintained a professional attitude throughout the noninstructional assignment.
4. Procedures of safety and security were followed in carrying out the assignment.
5. State and local procedures were followed in discharging the assignment.
6. The teacher completed his assignment and gave instructions to the person assigned to relieve him.

186

The teacher will serve as a member or chairman of a committee.

Criteria:

Serving as Chairman:

1. The duties of chairing a meeting were reviewed.
2. A reference such as Roberts' *Rules of Order* was studied.
3. An agenda was prepared and distributed before each meeting.
4. A meeting place was selected that was suitable for the size and type of meeting.
5. The meeting was begun and ended on time.
6. The agenda was used to guide and pace the meeting.
7. Each committee member was given the opportunity to express himself.

8. Major comments were recorded on a flip chart or chalk board.
9. Equal attention was given to opposing points of view.
10. The important ideas, decisions and outcomes were summarized.
11. The secretary or recorder prepared and distributed the minutes of the meeting.

Serving as a member:

1. The agenda was studied.
2. Needed materials were collected or developed.
3. Before taking a position, the alternatives presented were studied.
4. The teacher expressed himself in a clear and precise manner when he addressed the group.
5. The meeting outcomes and their application were considered.

187

The teacher will sponsor nonvocational clubs, societies, and special interest groups.

Criteria:

1. Prior commitments were reviewed to determine standing obligations before taking on other organizational responsibilities.
2. The student group was provided with the guidelines for the organization.
3. The group was assisted in developing workable goals and objectives.
4. Communication between the organization and the school administration was maintained.

188

The teacher will supervise homeroom, study hall, and/or lunchroom.

Criteria:

1. Attendance was taken and announcements were made in the homeroom or study hall.
2. Orientation for new students was provided in the homeroom.
3. The students were involved in setting standards of conduct for the homeroom, study hall and lunchroom.
4. A referral procedure was developed to aid students who needed help in study hall or homeroom.
5. Problems related to heat, light, space, and ventilation were identified and brought to the attention of the maintenance staff.

189

The teacher will collect money for various drives and sell tickets for school events.

Criteria:

1. Administrative approval for the drive was secured.
2. A system for collecting and administering funds for the drive was set up within the state and local school guidelines.
3. Students were involved in the collection of the money.
4. Key students were given the responsibility of managing and disbursing the funds.
5. The funds collected were deposited in an appropriate account.
6. A record of expended tickets, receipts and expenditures was maintained.
7. An audit procedure involving people outside the activity was established.

190

The teacher will orient and assist beginning teachers.

Criteria:

1. The beginning teacher was oriented to the facilities.
2. The school calendar and school procedures were given to the beginning teacher.
3. The new teacher was given an opportunity to meet faculty and staff personnel.
4. Faculty, PTA and other meetings were attended with the beginning teacher.
5. The experienced teacher was available to assist the beginning teacher whenever needed.

191

The teacher will supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration.

Criteria:

1. The responsibility of supervising student teachers was accepted.
2. The student teacher was provided with information and materials concerning the local school environment.
3. The student teacher was oriented to the total school situation including: a) administration, policies, and faculty; b) school calendar; c) plant and personnel; d) total program; e) service facilities and personnel; and f) curriculum.
4. A student teaching schedule was developed which provided for a gradual induction of the new teacher into the teaching process.
5. Conference time was scheduled with student teachers to discuss problems.
6. The student teacher was assisted with classroom planning, execution and evaluation.
7. The cooperating teacher made himself available to the beginning teacher as a resource person.
8. The student teacher was assisted in self-evaluation.

9. The student teacher was given the opportunity to observe the work of other teachers in the school.

10. The student teacher was given opportunities to participate in a variety of experiences in the total school program.

CHAPTER IX

GENERAL OBJECTIVES FOR PROFESSIONAL ROLE

A teacher's responsibility for upholding his profession and keeping pace with change in pedagogy, technology and society has spurred the development of the general objectives which constitute this chapter. The guidelines include objectives for teacher education curricula which will help prepare teachers for continuing professional development. Activities incorporated are those such as participating in professional organizations, maintaining expertise in one's occupational specialty and obtaining inservice education.

192

The teacher will participate in professional organization activities.

Criteria:

1. The teacher obtained membership in the professional organizations most important and relevant to his field.
2. The teacher actively participated in such professional organization activities as: a) serving on committees, b) writing articles, c) supervising contests, and d) cooperating in research, public relations and survey work.
3. The activities of the professional organization contributed significantly to vocational education.
4. The activities chosen contributed to the teacher's growth.
5. The involvement of the teacher in professional organization activities did not distract him from his instructional responsibilities.
6. The teacher kept the administration informed of his involvement in professional activities.

193

The teacher will contribute to the professional literature.

Criteria:

1. Subject matter manuscripts were submitted to publishers.
2. Manuscripts describing new ideas and methods he had used in teaching were written.
3. The articles submitted for publication could be judged on the following criteria: a) contribution to educational field, b) creativity and practicality of ideas, c) current interest to the profession, and d) suitable style and format.

194

The teacher will serve as a member and/or officer of a professional organization.

Criteria:

1. Literature related to the professional organization was read.
2. The objectives of the professional organization were analyzed and constructive suggestions made about program planning.
3. The responsibilities of the professional organization as set forth in the constitution and bylaws were carried out.
4. Meetings were attended on a regular basis.
5. Membership was kept current.

195

The teacher will participate in research studies.

Criteria:

1. The teacher made a contribution to research by involving himself as a researcher and/or a research participant.
2. Research dissemination workshops and institutes were attended.
3. Classroom research projects were undertaken.
4. The teacher interpreted research and reported the findings to journals, school administrators and colleagues.

196

The teacher will participate in and/or plan inservice education programs.

Criteria:

1. A survey was conducted to determine the need for an inservice education program.

2. The survey data were analyzed and course offerings recommended.

3. A budget for the inservice program was developed and submitted.

4. Administrative approval was secured for conducting an inservice education program.

5. Qualified personnel were secured to provide the instruction.

6. The necessary equipment and facilities were obtained for the program.

7. The teacher assisted in the evaluation of the program upon its completion.

8. Recommendations for future inservice education programs were presented.

197

The teacher will keep abreast of current and new professional and technical information.

Criteria:

1. Subscriptions to professional journals and resource materials were maintained.

2. A personal professional library was developed.

3. Exchanges of information were made with fellow teachers and business and industry contacts.

4. New ideas obtained from professional literature were included in the curriculum.

198

The teacher will maintain expertise in his occupational specialty.

Criteria:

1. A plan was devised for maintaining expertise in his specialty area through: a) faculty meetings, b) study

groups, c) committee work, d) workshops, e) study clinics, f) demonstration centers, and g) summer and/or cooperative work study.

2. Participation in one or more of the above activities was achieved on a regular basis.

199

The teacher will engage in a planned personal program of continuing education.

Criteria:

1. Anticipated professional goals and objectives were outlined.

2. The educational part of the plan included the following:

    a) Formal

        1) inservice

        2) graduate work

        3) credit or non-credit courses

    b) Informal

        1) work shops

        2) readings

        3) clinics

3. Professional commitments were outlined and reasons for choosing them were included in the plan.

4. Execution of the above plan was in process.

200

The teacher will keep credentials up-to-date.

Criteria:

1. A list was made of the courses to be taken to fulfill the requirements for keeping his credentials up-to-date.

2. The procedure for securing or reviewing teaching certificates was reviewed and followed.

3. Methods such as the following were used for obtaining recommendations: a) request by personal contact, writing, or phone and b) request from persons acquainted with one's preparation and experience.

4. A short professional resume was developed.

201

The teacher will secure and leave a professional position.

Criteria:

1. A personal resume was developed.

2. Available job opportunities were listed.

3. A check list showing advantages and disadvantages and job benefits was developed and utilized as an aid in decision-making.

4. The position chosen reflected career goals and objectives.

5. Notice of intent to leave a professional position was given a reasonable time in advance.

202-203

General objectives have not been written for elements 202 and 203, which were derived from the critical incident study.

CHAPTER X

GENERAL OBJECTIVES FOR STUDENT VOCATIONAL ORGANIZATION

Teachers' services required in providing leadership to student vocational organizations have supported the preparation of the general objectives contained in this chapter. These guidelines cite the need for teachers to help youth develop leadership and social and citizenship skills. Advisement responsibilities for student vocational organizations require special competencies. To support this rapidly expanding facet of the total vocational education program, teacher education curricula must be provided.

204

The teacher will secure approval from the school administration and/or state department for establishing a student vocational organization.

Criteria:

1. The administration was informed of the need for a student vocational organization to supplement the vocational education curriculum.

2. The philosophy and purpose of the suggested student organization were outlined for the administration.

3. The role, time and responsibilities of the faculty advisor were outlined.

4. All pertinent information concerning the local school's responsibilities in securing state approval of a local chapter was submitted to the school administration.

205

The teacher will promote interest in a student vocational organization.

Criteria:

1. The orientation program of the vocational organization communicated to the student the benefits of membership and goals of the organization.

2. Students were involved in planning the program of work for the organization.

3. Each member of the organization was encouraged to help plan and participate in social functions.

4. Students were informed of the organization degree or award program.

5. The advisor encouraged students to participate in local, state and national organizational activities.

206

The teacher will organize school and community support for a student vocational organization.

Criteria:

1. Communication media were used to promote a student vocational organization by explaining its values and goals.

2. The objectives of the organization were clarified as being based on the needs of the students.

3. Students were involved in recruiting school and community support by: a) making personal contact with school and community leaders, b) setting up displays, and c) acting as resource persons.

207

The teacher will plan an organizational meeting for establishing a student vocational organization.

Criteria:

1. School approval for organizing a student vocational organization was secured.

2. An agenda for an organizational meeting for establishing a student vocational organization included the following: a) objectives and goals of the organization, b) responsibilities of the chapter to each local member, the school, the state, and the national organization, c) duties of officers and members, and d) steps needed to be taken to affiliate with both the state and national organization.

3. A list of persons who should be involved in this organizational meeting was developed along with a means of communication.

4. A suitable time and place were selected for the organizational meeting.

208

The teacher will assist in the election and installation of officers and organization members.

Criteria:

1. The criteria for members and officers were explained and discussed.

2. An election following the rules of parliamentary procedure was conducted.

3. The procedures for the installation of officers were explained.

4. Students were involved in planning and carrying out the election and installation.

209

The teacher will assist in the development of a constitution and bylaws for a student vocational organization.

Criteria:

1. Constitutions of other student vocational organizations were reviewed.

2. Guidelines to assist the students in the formulation of the constitution and bylaws were developed.

3. Suggestions and ideas were presented to all those concerned with writing the constitution and bylaws.

4. Students were involved in preparing a rough draft of the constitution and bylaws and submitting them to the membership for discussion.

5. The teacher assisted students in revising the constitution and bylaws and submitting them to the membership for final approval.

210

The teacher will affiliate with state and national organizations.

Criteria:

1. The local chapter was organized in a manner which fulfilled the requirements set up by the state and national organizations.

2. The forms needed for affiliation with the state and national organizations were obtained and completed.

3. The completed forms were forwarded to the state and national organizations.

4. Recognition of affiliation was obtained from both the state and national organizations.

211

The teacher will develop a yearly program of work for the student vocational organization.

Criteria:

1. The interests and educational needs of the members were surveyed to determine those activities that should be included in the yearly program of work.
2. Members of the student vocational organization were involved in developing a written plan of the yearly program of work.
3. The yearly program of work incorporated the ideas suggested by the national program of work.
4. Activities were included in the yearly program of work that correlated with the students' vocational instructional program.

212

The teacher will sponsor and supervise student vocational organization activities.

Criteria:

1. The role of sponsor of the vocational organization activities was accepted by the teacher.
2. The teacher showed an interest in the group by learning about the membership and their planned activities.
3. The teacher supplied ideas to the students which helped carry the activities to a successful conclusion.
4. Students were given guidelines for an evaluation of the organizational activities.

213

The teacher will conduct leadership development seminars for student vocational organization members.

Criteria:

1. The necessary approval for conducting a leadership development seminar for student vocational organization members was obtained.
2. Students were asked to contribute ideas for the program for the seminar.
3. Resource persons were contacted to participate in the seminar.
4. The students assisted in scheduling and conducting the activities of the seminar and assumed leadership roles in carrying out the program.
5. Evaluation sheets were completed by the students and the data were used in planning future seminars.

214

The teacher will stimulate participation in state, regional and national student vocational organization meetings and contests.

Criteria:

1. The students were informed of state, regional and national leadership meetings and/or contests.
2. The teacher encouraged student participation in state, regional and national leadership meetings and/or contests by pointing out that participation in such events builds leadership ability.
3. State, regional and/or national vocational organization leaders presented talks to the students to stimulate interest.
4. Advisory committee members or leading businessmen appeared before the student vocational organization and discussed the benefits obtained from participation in leadership activities.

215

The teacher will advise state and national student vocational organization competition entries.

Criteria:

1. Students were informed concerning the nature and classes of the competition.
2. Competition rules and information regarding the time the competition would take place were given to the students.
3. Personal questions relating to the competition were answered and specific instructions were provided to those who were interested.
4. The teacher offered to assist students in preparing competition projects.

216

The teacher will assist in planning and organizing fund-raising activities for the student vocational organization.

Criteria:

1. Administrative approval was obtained for conducting the fund-raising activity.
2. A list of ideas for fund-raising activities was obtained from students, teachers, administrators, business firms and professional journals.
3. Students were advised of the problems involved in a fund-raising activity.
4. Students were given guidelines in selecting the appropriate fund-raising activity.
5. The officers of the vocational organization were assisted in organizing the needed work committees.
6. The teacher served as overall advisor and coordinator for the fund-raising event.

217

The teacher will prepare or assist in the preparation of state and national reports for the student vocational organization.

Criteria:

1. All forms necessary for the state and national reports were obtained and examined.

2. Information needed to complete the reports was obtained from the following: a) previous reports, b) organization files, and c) student records.

3. State and/or national reports were completed as specified on the reporting forms.

4. Administrative approval was secured for the final reports.

5. Copies of all reports were retained in local files.

218

The teacher will assist in the preparation and release of news about the student vocational organization for local, state and national audiences.

Criteria:

1. Students were encouraged to write news releases concerning their organizational activities.

2. Other interested faculty members were involved in preparing news releases for state and national audiences.

3. News releases were approved by the administration.

4. Arrangements were made to meet publication deadlines.

219

The teacher will assist students in advancing within the available degrees in the student vocational organization.

Criteria:

1. Students were oriented to the degree program by: a) explaining the degrees and their requirements, b) providing literature, and c) requesting former and/or present students to talk to new students.

2. Students were assisted in planning a yearly program of work for advancing in the degree program.

3. Students were assisted in keeping records of their progress in the degree program.

4. Systematic follow-up on the progress of each student was made.

5. Time was provided for consulting with students in regard to their degree programs.

220

The teacher will maintain the student vocational organization program as an integral part of instruction.

Criteria:

1. The activities of the student vocational organization were planned to meet the objectives of the instructional program.
2. Students were asked to suggest and select vocational organization activities which would contribute to the instructional goals.
3. Lesson plans indicated how the teacher incorporated student vocational organization activities into the instructional program.

221

The teacher will utilize the assistance of the state advisory committee and chapter parents.

Criteria:

State Advisory Committee

1. An acquaintance with the state advisory committee was established and maintained.
2. The ideas and suggestions of the state advisory committee were communicated to the local chapter members.
3. The program of work suggested by the state advisory committee was supported by planning activities that could be carried out by the local chapter.

Chapter Parents

1. Student vocational organization members participated in the selection of chapter parents.
2. Chapter parents were involved in planning the yearly program of work.

3. Chapter parents were asked to participate in chapter activities.

4. Chapter parents were involved in the evaluation of chapter activities.

222

The teacher will evaluate the student vocational organization program.

Criteria:

1. Student and faculty suggestions were utilized as a basis for developing an evaluation device.

2. The local program of activities was checked by using the evaluation device.

3. The vocational organization program was compared to: a) similar programs within the school, b) similar programs in other schools, and c) state and national student organizations.

4. Administrators and other vocational teachers were asked to submit their evaluations informally to the advisors of the student group.

223

A general objective has not been written for element 223, which was derived from the critical incident study.

CHAPTER XI

GENERAL OBJECTIVES FOR COORDINATION

Programs of cooperative education or in-school laboratory programs with cooperative aspects require teachers to engage in coordination duties which have been projected and transformed to the general objectives incorporated in this chapter. Among the activities included in these guidelines are identifying and selecting training stations and student-learners, establishing and supervising on-the-job instruction and related classroom instruction, maintaining harmonious relationships with employers and providing for evaluation of all aspects of the program.

224

The teacher will conduct or participate in a community survey.

Criteria:

1. The state department of education was notified of the plan to conduct a community survey and the assistance of their vocational and guidance service was requested.
2. State and local resource personnel were invited to a planning meeting for conducting the survey.
3. A survey form was prepared and administered with the assistance of the school guidance office and the guidance department of the state board of education.
4. The collection of the data was supervised.
5. Data collected by the survey teams were forwarded to the state department of education for compilation and the preparation of a survey report.
6. Copies of the report were disseminated.
7. Cooperative planning was encouraged between school districts when they were surveying overlapping areas.
8. A procedure was developed for keeping the occupational survey up-to-date.

225

The teacher will maintain a current file of jobs and employers.

Criteria:

1. A current business and industrial personnel directory was obtained from the local chamber of commerce.
2. A good working relationship was established with the state employment service by utilizing their services and keeping them informed about the vocational education programs.
3. Local industries were visited to get acquainted with personnel managers and to inform them about the vocational education program.

4. A filing system was set up to classify the different job notifications received from the state employment service and individual employers.

5. A follow-up was made with each student-learner recommended for a job to determine action taken and results.

6. A periodic follow-up of each job on file was made to be sure it was available.

226

The teacher will evaluate the facilities of prospective training stations.

Criteria:

1. Rating sheets based on selection criteria were developed to be used in evaluating the facilities of prospective training stations.

2. The facilities of a prospective training station were unobstrusively evaluated as part of a visit for other reasons without embarrassment to the establishment or the school.

3. The adequacy of the facilities in relation to the objectives of the program were determined.

4. The ability of the facilities to meet the safety and adequacy standards set by the school and/or state was assessed.

5. Administrators and coordinators were involved in evaluating the facilities.

227

The teacher will secure advisory committee recommendations for training stations.

Criteria:

1. The objectives and minimum requirements of the cooperative education program were reviewed with the advisory committee as a basis for selecting training stations.

2. The principle that the training station was to provide a training medium rather than merely remunerative employment was established.

3. Lists of potential employers were secured from the advisory committee.

4. Suggestions of the advisory committee were utilized in making the final decisions with the administration.

228

The teacher will select training stations.

Criteria:

1. The community survey data were analyzed to form a basis for the selection of training stations.

2. Minimal criteria such as the following were established for the selection of training stations:

   a. The training station would provide experience for the student to apply and further develop his knowledge, skills and attitudes for his occupation.

   b. The training station would serve primarily as a training medium instead of merely providing remunerative employment.

   c. The training station would designate an on-the-job instructor for the student-learner.

   d. The employer would be willing to work cooperatively with the school administrators, coordinators, and the student.

229

The teacher will conduct a training station development program.

Criteria:

1. The teacher met with persons who were representative of the following types to obtain suggestions and recommendations for the training station development programs: a) business leaders, b) industrial leaders, c) public service leaders, d) representatives from organized labor, e) leaders from other interested groups, and f) representatives from news media.

2. Criteria for selection of training stations were established.

3. The teacher provided the leadership for conducting a survey of potential training stations.

4. The objectives of the program were presented to the potential cooperating employers for their acceptance.

230

The teacher will participate in and/or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program.

Criteria:

1. The workshop or program was planned with the help of the advisory committee.

2. Resource personnel invited to participate in the program included: a) local school administrators, b) state supervisor and others from the state department of education, c) high level business and industrial personnel, d) leaders from labor organizations, and e) related subject matter teachers.

3. Physical, instructional and financial arrangements were made for conducting a workshop.

4. All employers who were currently participating in the school's cooperative training program and potential participants in the program were invited.

5. News releases about the workshops were sent to all media.

231

The teacher will develop a cooperative training agreement between student-learner, school and cooperating employer.

Criteria:

1. A cooperative training agreement was prepared which included such items as: a) date, training station, and name of student, b) length of training period and hours to be worked per day and week, c) systematic and progressive training plan (skills to be learned on the job

for a specific occupation or trade), and d) high school credit to be earned for successful completion of the program.

2. A meeting was held with the cooperating employer and student-learner to insure that the agreement was understood and then signed by each.

3. Completed copies of the cooperative training agreement were filed in accordance with the policies of the local school and the state department of education.

232

The teacher will designate on-the-job learning experiences.

Criteria:

1. Existing on-the-job learning experiences were evaluated as a basis for planning new designations.
2. Available curriculum guides were analyzed in order to identify student on-the-job learning experiences.
3. On-the-job learning experiences were based upon needs, interests and abilities of students.
4. The limitations and potential of the business and/or industrial setting were identified.
5. Advisory committees were utilized in determining on-the-job learning experiences.
6. On-the-job learning experiences were selected to meet specific program objectives.

233

The teacher will develop a systematic training plan with a cooperating employer.

Criteria:

1. The systematic training plan defined the specific occupation or craft to be learned.
2. Details of the training plan were developed with a representative of the training station.

3. A skeletal occupational analysis was made to determine the learning experiences which would develop the student-learner's competencies in knowledge, skills, and attitudes.

4. A work experience schedule to cover the training period was established.

5. The on-the-job instructor who would be responsible for the training of the student-learner was identified.

6. Adequate provisions were made for keeping a record of the student-learner's progress.

7. The plan was approved by a representative of the school and the training station and attached to the signed training agreement.

234

The teacher will arrange school and work schedules with student-learners, faculty and cooperating employer.

Criteria:

1. Work schedules were arranged cooperatively with school administrators.

2. Required nonvocational subjects were planned for the students.

3. Appropriate vocational job-related course work was planned.

4. Released time for educational work experience was provided.

5. Minimum and maximum working hours per week were established.

6. A program of extracurricular activities was developed.

235

The teacher will aid student-learners in obtaining work permits.

Criteria:

1. Federal and state child-labor laws were reviewed with the student.

2. Students were assisted in obtaining a certified birth certificate or other document proving birth date.

3. Students were assisted in obtaining their physician's certificate of physical fitness.

4. Students were assisted in obtaining an "Intention to Employ" from prospective employers showing proposed hours to be worked and a description of the occupation.

5. Students were assisted in obtaining school records and advised that good grades must be maintained or the work permit would be revoked by the issuing officer.

6. When state law required parents to be present during the issuance of a work permit, the teacher contacted the parents and made an appointment for their appearance before the issuing officer.

7. Students were introduced to the issuing officer for the school district to obtain work permit forms.

8. Students were assisted in completing the required forms for a work permit and securing proper signatures.

9. A check was made with the issuing officer to be sure an approved certificate was forwarded to the employer and the detachable receipt was returned.

10. Students were advised that work permits were good only for the employer to which each was issued and must be returned to the issuing officer when employment was terminated.

236

The teacher will become oriented to the training station.

Criteria:

1. The purpose of the orientation visit was to establish good working relationships with the personnel.

2. The facilities of the training station were toured.

3. The teacher introduced himself to key personnel at the work stations within the training station.

4. Important information about the operation and personnel of the training station was compiled to be used in student orientation.

237

The teacher will correlate related and technical instruction with the student-learner's on-the-job training.

Criteria:

1. Analysis was made of the student-learner's background, experience and individual student training plan to determine specific instructional needs.

2. Experiences in the classroom and/or simulated laboratory emphasized related technical instruction needed on the job.

3. A supervised, individualized study area with related instructional and technical materials was provided when needed.

4. Group instruction was provided for common occupational needs.

5. Student-learners were assisted in selecting courses which would provide the related general education needed.

238

The teacher will assist student-learners in job orientation.

Criteria:

1. Orientation procedures were based on student needs and employment circumstances.

2. A visit was conducted to the training agency and the student-learner was introduced to the employer and the on-the-job instructor.

3. The purpose of the job and the training plan responsibilities were discussed.

4. Follow-up was made of student-learners on the job to see how effective the orientation program had been.

239

The teacher will orient training staff to the objectives of the program.

Criteria:

1. An orientation with a group or an individual was planned and necessary arrangements made.

2. The orientation included an explanation of the training station's role in achieving overall program objectives.

3. The responsibilities and conditions under which the program objectives could be carried out included items such as the following: a) purpose of a cooperative plan, b) on-the-job instruction by employer, c) work hours, d) wages, e) coordinator visits, f) training plan, and g) evaluation.

4. A question and answer period was conducted at the end of the orientation session.

240

The teacher will develop procedures to insure student-learner's safety and protection.

Criteria:

1. The teacher, student-learner, employer, and school administrators were involved in setting up safety procedures for: a) travel, b) class and laboratory experiences, and c) on-the-job experiences.

2. The teacher complied with local, state and federal regulations regarding the health and safety of student-learners.

3. A periodic check was made to determine whether all safety procedures were being carried out.

241

The teacher will develop policy on absenteeism, work schedules (hours), job transfer, and wages.

Criteria:

1. State and/or local guidelines on absenteeism, work schedules (hours), jobs, transfer, and wages were analyzed.
2. Policy guidelines reflected average absentee and sickness rates.
3. Guidelines were developed for reporting absenteeism and for determining when absenteeism would justify terminating student participation in the training program.
4. Guidelines for minimum and maximum working hours for student-learners were prepared in accordance with local, state, and federal regulations.
5. Guidelines were developed for preparing a student-learner's work and wage schedule with an on-the-job instructor.
6. Procedures were developed for transferring a student-learner from one job to another within a training agency to provide breadth of training within the occupation.
7. Guidelines were prepared for transferring a student-learner from one training agency to another.

242

The teacher will develop procedures for job and program transfer.

Criteria:

1. Suggestions were obtained from administrators, faculty, and employers in developing procedures for job and program transfer.
2. Procedures for job or program transfer were written.
3. Procedures established included: a) consideration of student interest, b) the necessity for transfer, c) steps necessary for making transfer, and d) persons to be contacted in making transfers.

243

The teacher will develop a plan of student-learner supervision.

Criteria:

1. An on-the-job instructor was selected and assigned.
2. A systematic program was jointly established which included periodic visits to the training station.
3. Records concerning the student-learner supervisory program were maintained.
4. A conference was scheduled with the student-learner after the supervisory visit.
5. The plan for student-learner supervision was reevaluated based on teacher observations and student-learner comments.

244

The teacher will conduct visitations to training stations.

Criteria:

1. A schedule for making visits to training stations was developed.
2. The visitation schedule was given to the on-the-job instructor.
3. The student-learner was observed on the job.
4. An evaluation conference was conducted with the student-learner and the on-the-job instructor.
5. Specific instructional improvements for on-the-job training experience were identified.
6. The on-the-job instructor's evaluation of the student-learner was obtained.
7. Suggestions were solicited for improving job-related in-school instruction.

245

The teacher will check student-learner progress with cooperating employer, on-the-job instructor and other personnel.

Criteria:

1. A schedule was prepared for checking progress with cooperating employer, on-the-job instructor and other personnel.
2. The on-the-job instructor was provided with evaluation forms for checking the progress of the student-learner.
3. A conference was held at school with the student-learner after the evaluation session with the on-the-job instructor.
4. A joint conference with the student-learner and the on-the-job instructor was held when needed.
5. Records on the student-learner's progress were maintained.
6. Adjustments in the student-learner's program were made when necessary.

246

The teacher will discuss on-the-job training progress reports with students.

Criteria:

1. The time and place were scheduled to discuss the report.
2. The student was involved in a self-analysis of his job performance.
3. Suggestions were given the student regarding his work experience program progress.
4. The student was assisted in modifying his work program to strengthen his work experience.
5. An appointment was made with the student to discuss the next progress report.

247

The teacher will obtain suggestions for improvement and expansion of in-school related instruction.

Criteria:

1. Instruments which focused on the in-school learning portion of the total job performance were developed to obtain suggestions from the following persons: a) employers, b) student-learners, c) vocational teachers, d) vocational coordinators, and e) on-the-job instructors.
2. Student-learners were observed on the job and their activities and performance studied to determine needs for improvement and expansion of the in-school related instruction.
3. Data from student-learner's written tests were analyzed for suggestions for improvement and expansion of in-school related instruction.
4. Graduates and former student-learners were asked to evaluate the in-school instruction they had received.

248

The teacher will involve the cooperating employer in the evaluation of student-learner's performance.

Criteria:

1. Evaluation sheets were developed and/or selected for use by the on-the-job instructor to rate the student-learner on items such as the following: a) production, b) attendance, and c) appropriate dress.
2. The employer was involved in developing a form to be used in making an assessment of the student-learner's work.
3. The on-the-job instructor was assisted in setting up conferences with each student-learner to discuss his performance.
4. A conference was held with the employer to discuss the student-learner's performance and obtain suggestions to improve and enrich the student-learner's related in-school instruction.

249

The teacher will supervise individual student-learner's performance.

Criteria:

1. The purposes and procedures of a supervisory visit were explained to the student-learner and the on-the-job instructor.
2. A schedule for supervisory visits was developed.
3. The teacher adapted his supervisory technique to fit the conditions of the work station, the student-learner's role, and the on-the-job schedule.
4. The student-learner's performance and attitude were observed and evaluated against current job standards.
5. A joint conference with the student-learner and the on-the-job instructor was held when three-way communication was desired.
6. Adjustments in the student-learner's program were made when the training plan objectives were not being met.

250

The teacher will assist student-learners with job-related problems.

Criteria:

1. A conference was held with the student-learner to identify the problem.
2. The student-learner was assisted in developing guidelines for solving the job-related problem.
3. Student-learner records and other background materials were available for use.
4. Open communication was maintained between school personnel and the employer to help prevent and solve job-related problems.
5. Provisions were made for a referral of the problem to the counseling service if no adequate solution could be readily reached.

6. The teacher made a follow-up of the problem to determine if it had been adequately solved.

251

The teacher will develop and maintain student-learner progress reports.

Criteria:

1. State and local guidelines were analyzed to determine the items to include in the student-learner progress reports.

2. A prepared form was used for recording and maintaining a record of student-learner progress.

3. The progress reports were developed from employer evaluative comments and information gathered on coordinator's visits.

4. Strengths and weaknesses of student-learners were clearly identified in the progress reports.

5. Reports were made out legibly and filed for easy accessibility.

6. A periodic schedule was set up for up-dating student-learner progress information.

252

The teacher will sponsor the employer-employee banquet.

Criteria:

1. The purpose of the banquet was justified and school approval secured.

2. The teacher provided overall assistance and students were responsible for the following functions: a) organizing operating committees, b) selecting a time and date for the banquet, c) making financial arrangements, d) selecting banquet accommodations, e) planning the menu, f) planning the banquet program, and g) developing guidelines for the guest list.

3. The teacher provided the communication necessary between the student group and the administration.

253

The teacher will obtain follow-up information from graduates and former student-learners.

Criteria:

1. Only the follow-up information that could be used in modifying the cooperative training program was requested.

2. An instrument or plan for collecting the information was devised.

3. Contact was made with graduates and former student-learners for the purpose of gathering information.

4. Information was collected and analyzed.

5. A report of the findings was compiled and the information was utilized in modifying the cooperative training program.

254

The teacher will develop, administer and interpret forms for data for on-the-job training evaluation.

Criteria:

1. Training evaluation instruments such as rating sheets, observation check lists, and student self-evaluation forms were developed.

2. Evaluation forms were tested in a short pilot effort to determine their effectiveness and adequacy.

3. The forms were reviewed with the on-the-job instructor to insure their correct interpretation and usage.

4. A resource file which included standardized forms and locally developed evaluation forms was established and maintained.

255-256

General objectives have not been written for elements 255 and 256, which were derived from the critical incident study.

CHAPTER XII

PROTOTYPES OF SPECIFIC OBJECTIVES

Prototypes of the specific objectives provided in this chapter are examples of the professional education objectives which may be developed by using the general objectives in Chapters 1-10 as guidelines. It is the desire of the writers to provide a sufficient set of samples of prototypic specific objectives and supporting information to enable teacher educators to discern the process which was applied in developing the specific objectives which have been presented in this chapter. Teacher educators may wish to use this or a similar process in developing specific professional education objectives appropriate for their situations and needs.

The samples given in this chapter were generated from General Objective #46, The teacher will present a lesson with an overhead projector (see Figure 3).

Each specific objective statement contains three parts: 1) a statement of the activity, 2) the conditions under which the activity will be executed, and 3) the criteria for evaluating the performance.

Statement of activity. The statement of activity is derived from the activity component of the general objective and from its criteria. Thus, by examining general objective #46, it is possible for one to see the need for specific activity relating to setting up the overhead projector and projecting a variety of transparencies. The following statements of activity for three specific objectives were generated:

1. Set up an overhead projector (see Figure 4).

2. Use single transparencies on an overhead projector to present a lesson (see Figure 6).

3. Use overlay transparencies on an overhead projector to present a lesson (see Figure 7).

There may be other statements of activity derived from the general objective; however, these are the only ones presented in this chapter.

Conditions. Many variations are possible in the statement of conditions for a specific objective. To aid in the identification of conditions for the specific objectives derived from general objective #46, a matrix was developed. The matrix (Figure 3) consisted of a listing of potential conditions under classifications appropriate for this general objective for a broad range of institutional settings. The particular conditions selected from this matrix for the sample specific objective in Figure 4 were as follows:

1. Methods class assignment (A-5)
2. High school level (B-1)
3. College teacher supervisor (C-3)

It is obvious that literally hundreds of different specific objectives may be prepared by varying the selection of conditions. However, in actual practice only a few combinations of selected conditions may be needed to establish the number of specific objectives required to satisfy one of the general objectives in a given teacher education situation.

Criteria. The third part of the specific objective (the criteria for evaluating performance) may be derived from the criteria listed with the general objective.

Criterion #2 "Manufacturer's guidelines for setting up the projector . . . " general objective #46 provided the writers with a lead to criteria for the specific objective example given in Figure 4. However, the criteria for the specific objective were developed with a sharp focus on the statement of activity and conditions set for that objective. Other relevant behavior, which may be observed and measured, was also considered. The product of that deliberation was the listing of the following criteria:

1. The manufacturer's recommended sequence for unpacking was followed.
2. The manufacturer's sequence for assembly of the system was followed.
3. The projector was leveled.
4. The screen was aligned.
5. The projector was focused.
6. A sample projection was completed to test the system.

It is obvious that specific objectives may vary considerably by changes in the criteria as the set of values and circumstances change from institution to institution or even writer to writer.

All of the parts of a specific objective in concert give teacher educators ample opportunity to improve communication among themselves and their students. If written adequately, specific objectives will provide teacher education curricula with more tangible direction and thereby have potential to effect improvement in the program.

Throughout this previous discussion on developing specific objectives, the writers have assumed that varying any one of the three parts of a specific objective will produce an entirely different specific professional education objective. This phenomenon may be observed by a comparison of the changes in conditions and level of achievement specified in the objectives illustrated in Figures 4 and 5. Also, an examination of Figures 6 and 7 will provide the reader with observable variations in the statement of activity, the conditions, the level of achievement and the criteria for judging the performance.

While there are only a few examples of specific objectives presented in this chapter, the writers trust that the reader will find these helpful in understanding the process used in the development of the prototypic specific objectives. The reader is urged to improve upon the process and to share his discoveries since the investigators are searching for processes to facilitate the development of great numbers of specific professional education objectives. At this point in time, the process for developing specific objectives is of primary importance. Later, the emphasis will be on the quality and content of each objective developed.

GENERAL OBJECTIVE #46

The teacher will present a lesson with an overhead projector and/or opaque projector.

Conditions:

1. Preservice or inservice programs
2. Any teacher education institution or program
3. Methods class, micro-teaching clinic, student teaching, internship or other specific teacher education activity
4. Various levels of performance

Criteria:

1. Lesson objectives were analyzed to determine the need for using the overhead projector.
2. The manufacturer's guidelines were followed in setting up the projector.
3. Materials selected were on the comprehension level of the students.
4. A variety of projection techniques was used.
5. The use of the projector contributed to the progress of the lesson.
6. All students were able to see and read the projected materials.

Matrix of Conditions

A. Setting for Assignment:

1. Pre-student teaching
2. Student teaching
3. Internship
4. Inservice teaching

C. Supervised by:

1. Cooperating teacher
2. College supervisor
3. College teacher
4. Other

(Continued)

5. Methods class
6. Micro-teaching clinic
7. Other

B. Program Level:
1. High school
2. Post-high school
3. Adult
4. Other

D. Responsibility for Assignment:
1. Responsibility shared
2. Completely responsible
3. Other

E. Degree of Experience:
1. Experienced
2. Some experience
3. Inexperienced

Figure 3. General Objective and matrix of conditions for the development of specific objectives which are based on General Objective No. 46.

SAMPLE SPECIFIC OBJECTIVE

Activity: The teacher will set up an overhead projector.

Conditions:

1. methods class assignment (A-5)
2. high school level (B-1)
3. college teacher supervision (C-3)

Criteria: (A 2-level score must be achieved on each of the following criteria)

SCALE

0 1 2 3 4 5

1. The manufacturer's recommended sequence for unpacking was followed.
2. The manufacturer's sequence for assembly of the system was followed.
3. The projector was leveled.
4. The screen was aligned.
5. The projector was focused.
6. A sample projection was completed to test the system.

Figure 4. Sample Specific Objective--Set up an overhead projector (2-level)--based on General Objective No. 46.

SAMPLE SPECIFIC OBJECTIVE

Activity: The teacher will set up an overhead projector.

Conditions:

1. student teaching assignment (A-2)
2. high school classroom (B-1)
3. cooperating teacher supervision (C-1)

Criteria: (A 4-level score must be achieved on each of the following criteria)

	SCALE 0	1	2	3	4	5
1. The manufacturer's recommended sequence for unpacking was followed.						
2. The manufacturer's sequence for assembly of the system was followed.						
3. The projector was leveled.						
4. The screen was aligned.						
5. The projector was focused.						
6. A sample projection was completed to test the system.						

Figure 5. Sample Specific Objective--Set up an overhead projector (4-level)--based on General Objective No. 46.

SAMPLE SPECIFIC OBJECTIVE

Activity: The teacher will use single transparencies on an overhead projector to present a lesson.

Conditions:

1. micro-teaching clinic (A-6)
2. high school level (B-1)
3. supervised by college teacher (C-3)
4. completely responsible (D-2)
5. inexperienced (E-3)

Criteria: (A 3-level score must be achieved on each of the following criteria)

SCALE
0 1 2 3 4 5

1. The timing of the injection of the transparencies was effective.
2. Transparencies were used in an effective sequence.
3. Students were able to see and read the projected materials.
4. The key points on the transparency were emphasized by using a transparency pointer or pointer light.
5. The screen image was not obscured by the movements of the teacher.
6. The projection lamp was off when transparencies were not being used.

Figure 6. Sample Specific Objective--Use single transparencies on an overhead projector to present a lesson--based on General Objective No. 46.

SAMPLE SPECIFIC OBJECTIVE

Activity: The teacher will use overlay transparencies on an overhead projector to present a lesson.

Conditions:

1. internship (A-3)
2. high school (B-1)
3. completely responsible (D-2)
4. inexperienced (E-3)

Criteria: (A 3-level score must be achieved on all of the following criteria)

	SCALE					
	0	1	2	3	4	5
1. The projected materials were clear and easy to read.						
2. The timing of the injection of the overlay transparencies was effective.						
3. The overlay transparencies were presented in the proper sequence.						
4. Overlay transparency alignment was accurate.						
5. The key points on the transparency were emphasized by using a transparency pointer or pointer light.						

Figure 7. Sample Specific Objective--Use overlay transparencies on an overhead projector to present a lesson--based on General Objective No. 46.

GLOSSARY OF TERMS*

Category - an easily recognized major function or duty of educational personnel under which related performance elements may be identified and classified.

Chapter parents - specific parents selected or elected to aid in the support and direction of the student vocational organization.

Conventional program - offerings which have some precedent in the various vocational services, i.e., production as opposed to off-farm agricultural education.

Cooperating employer - a firm or agency providing employment and on-the-job training for a student-learner in a cooperative education program.

General objective - a performance-oriented instructional objective that facilitates the communication of the possible intent of performance elements. It has some of the characteristics of a behavioral objective or performance goal which may be used as a guide in the development of specific objectives.

On-the-job instructor (on-the-job supervisor, sponsor) - the person designated by an employer to provide the on-the-job training and supervision of a student-learner in a cooperative education program.

On-the-job training - the instruction and experience in the skills of an occupation provided for a student-learner by an employer engaged in a cooperative education program.

Performance element (skill, task, competency) - a statement of an observable behavior which describes what a teacher will be doing as he functions in his professional role.

Simulation (simulated experience) - the provision (duplication, reproduction) of near actual situations to which the learner can react so that his actual experience with the real life occurrence will be less traumatic.

Single concept film - filmstrip or motion picture film loop that presents only one concept, the viewing of which may be repeated by the student until he understands the principle involved.

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*The staff's definitions of terms used in the project on which this publication was based.

Specific objective (behavioral objective, performance goal, professional education objective) - one of several performance-oriented instructional objectives that may be derived from a general objective.

Student-learner - a student enrolled in a cooperative education program.

Training station - an area within the cooperating employer's facilities in which a student-learner is employed and receives on-the-job training.

Work station - a student's designated work area within the in-school laboratory.

APPENDIX
MASTER LIST OF CATEGORIES AND PERFORMANCE ELEMENTS
PHASE I

Planning of Instruction (Chapter II, page 9)

1. Organize an advisory committee
2. Consult the advisory committee for program planning information
3. Make an occupational analysis
4. Make a task or activity analysis
5. Determine student needs and goals
6. Formulate objectives for lessons, units and/or courses
7. Select and develop instructional content for a course
8. Select and develop instructional content for a lesson
9. Determine in-school learning experiences (classroom and/or laboratory)
10. Select teaching techniques and methods
11. Select tools and equipment
12. Determine instructional media and aids
13. Organize the sequence of learning tasks
14. Determine instructional units
15. Construct a lesson plan
16. Plan the introduction of a lesson

17. Develop instructional material (information sheets, transparencies, bulletin board materials)

18. Identify out-of-school learning experiences

19. Determine need for and identify resource persons

20. Determine appropriate library resources

21. Develop a system for recording and filing subject matter information relevant to course planning

22. Analyze skills (operations, procedures)

Execution of Instruction (Chapter III, page 21)

23. Introduce a lesson

24. Direct a group discussion

25. Conduct a field trip

26. Direct a student manipulative skill demonstration

27. Direct role playing

28. Demonstrate a manipulative skill

29. Present a concept or principle through a demonstration

30. Give a lecture

31. Give an illustrated talk

32. Moderate a panel discussion

33. Present a lesson by the developmental method

34. Employ the technique of oral questioning

35. Recognize, interpret and utilize student actions and behavior (cues)

36. Reinforce learning

37. Present study techniques

38. Develop standards for student attainment

39. Obtain closure for a lesson

40. Give an assignment for outside work (homework)

41. Present information with the assistance of a resource person

42. Reproduce instructional material with a spirit duplicator

43. Reproduce instructional material with a mimeograph machine

44. Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox)

45. Set up display materials for instructional purposes

46. Present a lesson with overhead projector and/or opaque projector

47. Present an illustrated talk with 35mm filmstrip or slides

48. Present a lesson with silent or sound motion picture film

49. Present a lesson with 8mm single concept film (individualized instruction)

50. Present a lesson with videotape recordings

51. Present a lesson with audio tape, disc recording or radio receiver as resource

52. Direct programmed instruction (teaching machine or text)

53. Present a lesson with closed circuit TV

54. Present a lesson with the aid of a flannel board and/or flip chart

55. Present a lesson with the aid of a chalk board

56. Present a lesson using a prepared skit (standardized, teacher- or pupil-written)

57. Direct student laboratory experiences

58. Conduct visits to the student's home for instructional purposes

Additional Elements Obtained From Critical Incidents:

*59. Engage one's self in role playing

*60. Present information using authentic models, materials and equipment

*61. Present information through team teaching

*62. Present information with exhibits or displays

*63. Present information using analogies

*64. Provide individualized instruction for students

*65. Draw upon student experience in presenting instruction

*66. Supervise student planning and presentation of instructional information

*67. Orient students to the instructional phase of the course or program

*68. Present information by the use of the problem solving method

*69. Present information by the use of simulated experiences

*70. Present information by the use of the project method

*71. Present information by the use of the case study method

*72. Utilize unplanned classroom or shop incident as a basis for presenting related information

Evaluation of Instruction (Chapter IV, page 43)

73. Evaluate text and reference materials to meet course objectives

74. Establish the evaluative criteria for lessons, units or courses

75. Select measures appropriate to the evaluative criteria

76. Formulate essay test questions

77. Formulate true-false test questions

78. Formulate completion test items

79. Formulate matching test items

80. Devise laboratory performance tests

81. Administer tests

82. Formulate a system of grading consistent with school policy

83. Direct student self-evaluations

84. Evaluate student's progress in class, home and laboratory assignments

85. Evaluate one's own techniques and methods of teaching

86. Devise case-study problems

87. Interpret evaluation data for students and for parents

88. Formulate multiple-choice questions

89. Establish criteria and methods for classroom or shop-laboratory performance

90. Determine if evaluative criteria exists

91. Evaluate available standardized tests

92. Establish criteria for student self-evaluation

93. Evaluate student performance with standardized tests

94. Evaluate classroom facilities and equipment

Additional element obtained from critical incident:

*95. Base student performance standards on available equipment and supplies

Guidance (Chapter V, page 55)

96. Assemble and display information on occupational area

97. Present occupational information related to one's area

98. Develop student selection criteria

99. Cooperate with guidance counselors

100. Arrange for and administer tests

101. Compile student selection data

102. Evaluate all data about the student for selection purposes

103. Interview students and parents

104. Select and assign students for the program

105. Conduct a counseling session

106. Interpret cumulative student records

107. Develop and administer an instrument to determine individual's home background

108. Assist students to develop study habits

109. Assist students with personal and social problems

110. Assist students with scholastic problems

111. Assist students with problems associated with furthering their education

112. Refer students to qualified personnel agencies for occupational and educational information

113. Establish an "open door" counseling policy

114. Conduct visits to the student's home for counseling purposes

115. Provide students with resource materials on occupational opportunities

116. Determine individual employer needs for personnel

117. Assist students in securing employment

118. Write recommendations for students for permanent employment

119. Collect relevant student follow-up data for program evaluation

120. Summarize, report and disseminate information obtained from follow-up studies

121. Update, revise, and improve curriculum based upon follow-up data

Additional elements obtained from critical incident:

*122. Empathize with students concerning their problems

*123. Maintain case study reports

*124. Determine student's academic and work experience

Management (Chapter VI, page 69)

125. Determine long- and short-range supply needs

126. Determine long- and short-range equipment needs and amortization

127. Determine long- and short-range facility needs

128. Consult the advisory committee in planning for facilities and equipment needs

129. Involve the advisory committee in the evaluation of physical facilities, equipment and supplies

130. Prepare requisitions for supplies, tools and equipment needs

131. Arrange for storage of equipment and supplies

132. Obtain needed school equipment and supplies as gifts or donations

133. Maintain a running inventory of supplies and equipment

134. Develop a cooperative plan for adult education use of facilities and equipment

135. Maintain equipment and tools

136. Develop and implement safety procedures

137. Provide first aid supplies

138. Organize for cooperative buying

139. Develop policy for use of facilities by other school personnel

140. Plan a budget for equipment and supplies (current and projected)

141. Plan a budget for resource materials (textbooks, library books)

142. Develop procedures for handling cash receipts and a petty cash fund

143. Prepare and submit a travel budget

144. Make financial arrangements for special banquets

145. Plan financial arrangements for the adult program

146. Determine and collect fees for consumable supplies

147. Cooperate with the administration in planning a budget for one's vocational area

148. Prepare and file all financial records

149. Record and file student data (progress, performance, grades)

150. Record and file attendance reports on students

151. Prepare and submit state reports

152. Develop and maintain placement records

153. Develop and maintain follow-up records

154. Develop and maintain occupational opportunity files

155. Prepare and file reports for referral purposes (recommendations)

156. Write up and submit program evaluation reports

157. Establish acceptable standards of behavior

158. Group students according to individual differences

159. Maximize the use of students' time and the equipment (scheduling)

160. Arrange the mechanical details of the classroom and laboratory (materials and equipment)

161. Control physical surroundings (light, ventilation, heat)

162. Establish detailed rules and regulations for laboratory participation

163. Establish "check-out" procedures for tools, supplies, and equipment

164. Develop and administer a system for cleaning and maintaining the laboratory

165. Schedule student's work station and his storage space in the laboratory or shop

Additional elements obtained from critical incidents:

*166. Provide approved disciplinary action when necessary

*167. Inform students of the rules and regulations of the program

*168. Prepare and submit proposals

Public and Human Relations (Chapter VII, page 89)

169. Interpret and promote vocational education within the school

170. Develop good professional working relationships with the other teachers and the administration

171. Assist in planning and developing the overall educational objectives and goals of the total school program

172. Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse)

173. Maintain liaison with community members and professional, service, fraternal, social, and religious organizations

174. Maintain liaison with employment agencies

175. Inform the community of new developments and trends in vocational education

176. Prepare and present radio and TV programs promoting vocational education

177. Prepare and disseminate brochures and other descriptive materials in the community

178. Cooperate with community organizations in projects related to vocational education

179. Serve as a resource person to community agencies and organizations

180. Maintain and develop liaison with craft unions, councils, committees, businesses and professional associations

Additional elements obtained from critical incidents:

*181. Develop good public relations with parents

*182. Develop good public relations with other schools

*183. Promote and interpret school policy

*184. Establish and maintain rapport with students

General School Activities (Chapter VIII, page 97)

185. Participate in noninstructional school duties (ticket collecting, chaperoning, P.T.A.)

186. Serve as a member or chairman of a committee

187. Sponsor nonvocational clubs, societies, and special interest groups

188. Supervise homeroom, study hall, and/or lunchroom

189. Collect money for various drives and sell tickets for school events

190. Orient and assist beginning teachers

191. Supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration

Professional Role (Chapter IX, page 103)

192. Participate in professional organization activities

193. Contribute to the professional literature

194. Serve as member and/or officer of a professional organization

195. Participate in research studies

196. Participate in and/or plan inservice education programs

197. Keep abreast of current and new professional and technical information

198. Maintain expertise in one's occupational specialty

199. Engage in a planned personal program of continuing education

200. Keep credentials up-to-date

201. Secure and leave a professional position

Additional elements obtained from critical incidents:

*202. Exhibit behavior appropriate to his professional role

*203. Subscribe to and exhibit an understanding of the philosophy of vocational-technical education

Student Vocational Organization (Chapter X, page 109)

204. Secure approval from the school administration and/or state department for establishing a student vocational organization

205. Promote interest in a student vocational organization

206. Organize school and community support for a student vocational organization

207. Plan an organizational meeting for establishing a student vocational organization

208. Assist in the election and installation of officers and organization members

209. Assist in the development of a constitution and bylaws for a student vocational organization

210. Affiliate with state and national organization

211. Develop a yearly program of work for the student vocational organization

212. Sponsor and supervise student vocational organization activities

213. Conduct leadership development seminars for student vocational organization members

214. Stimulate participation in state, regional and national student vocational organization leadership meetings and contests

215. Advise state and national student vocational organization competition entries

216. Assist in planning and organizing fund-raising activities for the student vocational organization

217. Prepare or assist in the preparation of state and national reports for the student vocational organization

218. Assist in the preparation and release of news about the student vocational organization for local, state and national audiences

219. Assist students in advancing within the available degrees in the student vocational organization

220. Maintain the student vocational organization program as an integral part of instruction

221. Utilize the assistance of the state advisory committee and chapter parents

222. Evaluate the student vocational organization program

Additional element obtained from critical incident:

*223. Establish policy and procedure for managing money, supplies, merchandise and equipment for the student vocational organization

Coordination (Chapter XI, page 119)

224. Conduct or participate in a community survey

225. Maintain a current file of jobs and employers

226. Evaluate the facilities of prospective training stations

227. Secure advisory committee recommendations for training stations

228. Select training stations

229. Conduct a training station development program

230. Participate in and/or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program

231. Develop a cooperative training agreement between student-learner, school and cooperating employer

232. Designate on-the-job learning experiences

233. Develop a systematic training plan with a cooperating employer

234. Arrange school and work schedules with student-learners, faculty and cooperating employers

235. Aid student-learner in obtaining work permits

236. Become oriented to the training station

237. Correlate related and technical instruction with student-learner's on-the-job training

238. Assist student-learners in job orientation

239. Orient training station staff to objectives of the program

240. Develop procedure to insure student-learner's safety and protection

241. Develop policy on absenteeism, work schedules (hours), job transfer and wages

242. Develop procedures for job and program transfer

243. Develop a plan of student-learner supervision

244. Conduct visitations to training stations

245. Check student-learner progress with cooperating employer, on-the-job instructor and other personnel

246. Discuss on-the-job training progress reports with students

247. Obtain suggestions for improvement and expansion of in-school related instruction

248. Involve cooperating employer in the evaluation of student-learner's performance

249. Supervise individual student-learner's performance

250. Assist student-learners with job related problems

251. Develop and maintain student-learner progress reports

252. Sponsor employer-employee banquet

253. Obtain follow-up information from graduates and former student-learners

254. Develop, administer and interpret forms for on-the-job training evaluation

Additional elements obtained from critical incidents:

*255. Develop and maintain a good working relationship with training station personnel

*256. Involve students in evaluating cooperative work experience

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*Denotes elements obtained from critical incident; general objectives were not written for these elements.